

**Petition for the Renewal of**



a California Public Charter School

within

**THE ACADEMIES**

a Charter Management Organization

submitted August 11, 2016 to Visalia Unified School District ("VUSD" or "District")  
submitted October 28, 2016 to Tulare County Office of Education ("TCOE" or "County")

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## AFFIRMATIONS AND DECLARATION

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As the authorized lead petitioner, I, Ruth A. Dutton, hereby certify that the information submitted in this petition for the renewal of the Sycamore Valley Academy (“SVA” or the “Charter School”) charter petition to be operated by The Academies nonprofit public benefit corporation, and to be located within the boundaries of the Visalia Unified School 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 Academies declares that it shall be deemed the exclusive public school employer of the employees of Sycamore Valley Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- 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 as required by 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, noncollege preparatory teachers. [Ref. 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).
- 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)(2)]
- 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 applicable 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) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended 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 meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Ruth A. Dutton, Lead Petitioner

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Date

## INTENT OF THE CHARTER SCHOOLS ACT OF 1992

*It is the intent of the Legislature... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools... as a method to accomplish all of the following:*

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

*California Education Code Section 47601*

Sycamore Valley Academy embraces the Legislative Intent of the Charter Schools Act and its mandate. Our school has been formed by teachers, parents, and community members in response to the needs of local pupils, and will provide all of the benefits listed above. As a Charter School, SVA seeks to accomplish the following:

1. Increase student achievement for all students through individualized learning opportunities and targeted interventions to provide the scaffolding, differentiation, acceleration, guidance, and monitoring our students will require. While gifted students are not typically identified as “low achieving,” SVA believes this subgroup is often achieving well below their potential. Students from low-income backgrounds persistently under-achieve when compared with students from middle and upper class backgrounds. [Education Code Section 47601(a)-(g)]
2. Use a student-responsive instructional model and a rigorous, standards-based curriculum to “close the achievement gap” in our students. [Education Code Section 47601(a)-(g)]
3. Provide an in-depth enrichment program, giving K-8 students the opportunity to be meaningfully challenged and enriched in the arts, history/social studies, science, foreign language, and through project-based and service-learning opportunities. [Education Code Section 47601(a), (b), (c), (e), (g)]
4. Offer a longer instructional day for 1-3 students. [Education Code Section 47601(e)]
5. Thoughtfully use performance data from multiple measures and authentic assessments to guide and improve our instruction and student achievement. [Education Code Section 47601(a), (b), (d), (f)]
6. Create and maintain a collaborative school culture and climate where students, teachers, and parents are valued as responsible partners in the educational process. [Education Code Section 47601(b), (c), (d), (e)]
7. Expand the range of educational choices for parents and students. [Education Code Section 47601(c), (e), (g)]

8. Offer a K-8 option to students and families who desire a more intimate setting for their child, particularly at the seventh and eighth grade levels. [Education Code Section 47601(e), (g)]
9. Draw students back into public education from private, online, and home school settings. [Education Code Section 47601(e)]
10. Achieve our mission (see further discussion below) by always keeping our students at the forefront of our decision-making. [Education Code Section 47601(a)-(g)]

The Charter Schools Act of 1992 provides that a charter petition must contain reasonably comprehensive descriptions of the elements described in Education Code Section 47605 (b)(5)(A)-(O). These subsections of law and the required descriptions are discussed below.

In addition, SVA petitioners trust that the District is guided in its review of this petition by statute, which states, “[i]n reviewing petitions for the establishment of charter schools... the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” (Education Code Section 47605(b)). (Emphasis added.)

## **FOUNDING TEAM & BOARD OF DIRECTORS**

Our founding team consists of community leaders, educators, parents, and Charter School students with significant depth and breadth of experience and commitment to the growth of our high quality charter option in our community. This team drove the development of the charter petition document, and organized community support for signature collection. In addition, this Charter School had the feedback and support of the Sycamore Valley Academy Board of Directors at every stage of the process as well. The varied areas of expertise between our Founding Team and our Board of Directors include instruction, curriculum design and development, assessment and accountability, special education, gifted education, school administration and leadership, teacher development, school facilities, nonprofit management and fundraising, accounting, the law, public relations, and marketing. A review of the founding team’s and Board of Directors’ areas of expertise and contributions to their respective fields provides clear evidence of the team’s capacity to establish and maintain an excellent school, as well as manage public funds effectively and responsibly.

The founding team came together because of a shared interest in improving our community through expanding opportunities for Visalia schoolchildren.

### **Founding Team**

#### **Ruth Dutton**

Ruth attended VUSD schools from kindergarten through 12th grade, where she enjoyed academic acceleration opportunities through VUSD’s GATE resources. She has a love for her hometown and a drive to make similar, if not better, opportunities available for Visalia students today. After her education in Visalia, Ruth earned a BA degree from New York University in philosophy. She returned to her hometown to teach, and earned a single subject teaching credential in English from Chapman University. While teaching, Ruth finished her MA in Education, Curriculum and Instruction from Chapman University and an Administrative Credential as well. Ruth was a talented teacher who built

meaningful rapport with her students through her constructivist teaching methods, and earned the respect of her peers and administrators through her continuous efforts to improve the schools where she taught. She has taught in traditional schools, and at Visalia Charter Independent Study, where she was inspired by the possibilities of the charter movement to meet specific student needs through targeted programs. Ruth led the process of initial charter development for Sycamore Valley Academy in 2011, and served as its first Principal/Superintendent of the school. Building from the school's initial success, she led the school through strategic planning in preparation for charter renewal, and has served as Lead Petitioner on SVA's and Blue Oak Academy's charter petitions in recent months. She envisions leading Sycamore Valley Academy through a transition to become a Charter Management Organization and continue to model "the change [she wishes] to see" in our community and in the education space. Ruth is an SVA parent, a parent of gifted children, and an educator and change-maker at heart. She is committed to using her professional knowledge and her intimate understanding of the needs of gifted individuals and children to continue to shape an effective program and see the vision realized.

### **Tiffany Andrews**

Tiffany Andrews has a passion for contributing to the discovery and growth of young scholars and providing engaging and developmentally appropriate education to all children. This goal inspired Tiffany to become an Early Childhood Educator. Originally from Salt Lake City, Utah, Tiffany attended Boston University before graduating from Brigham Young University, Magna Cum Laude, in Early Childhood Education. She has teaching experience from Kindergarten to third grade in Utah, Arizona, and California. She treasured the two years she spent immersing herself in teaching first and second grade at Sycamore Valley Academy and discovering the effectiveness of its principles first-hand as she watched scholars grow in her SVA classroom.

During that time, she became passionate about the powerful impact that project-based learning can have to make the educational experience of young children come alive and increase student motivation and engagement. When her first son was born, Tiffany transitioned out of the classroom to working with teachers as the project-based learning instructional coach at SVA. Tiffany joins the team of founders because she recognizes the need to spread the powerful impact of quality, engaging, and authentic education and to provide an exciting and challenging curricular alternative to more children and families in Visalia.

### **Gerald Benton**

Gerald Benton is a retired superintendent of the Tulare Joint Union High School District. He served in the high school district for thirty-six years holding the positions of teacher, assistant principal, principal, assistant superintendent for business services/ personnel and, for the final eight years, superintendent. In these various roles he gained experience in almost every aspect of a school district's functioning – classroom teaching, school wide discipline, staff/program evaluation, curriculum development, financial management, construction/maintenance, public relations and strategic planning. He also served in the community at large in many capacities some of which were Kiwanis Club, Chamber of Commerce, Special Olympics committee, Historical Museum board and chairman of the College of the Sequoias bond committee that conducted a successful campaign which resulted in passing a sixty-million-dollar bond to help build the College of the Sequoias Tulare campus. Gerald believes that families should have choices as to where and how their students receive an education, that charter schools are one of

many options that should be available, and that competition in the education market place is an effective way to improve education for all students.

### **Erin Davis**

Erin Davis, principal at Davis Communications Group, has worked in the agriculture, conservation, building and the non- profit sector for over a decade and has built a broad network of relationships spanning the length of California. Her extensive background in marketing, communications, event planning, fundraising, and animal and food production has served her clients well. Her ability to apply her education and career experience in communications with her hands on knowledge in working with trade association memberships, agencies, coalitions, the public, builders, and various media outlets has allowed her to successfully manage unique public relations situations from crisis management communications to grassroots network building.

Prior to forming Davis Communications Group in 2009, Davis served as Director of Communications for the California Rangeland Trust following her role as Director of Public Relations and Events for the California Cattlemen's Association where in both roles she was lead staff for all communications, organizational branding, fundraising, and content generation in print and online.

Seeing the great need for effective communication among the public, agricultural producers, agencies, funders, and the various intermediary groups, Davis felt compelled to form her own business to serve this critical need more directly. She specializes in streamlining the context of complex issues, creating practical solutions for her clients, and bridging the communication gap between divergent groups and like-minded groups as well.

Davis previously served as Media Specialist at the American Simmental Association in Bozeman, MT. Here, she led their national advertising campaign, managed cost-share programs for members and the association at large, and worked with cooperator herds to improve genetic performance. Her unique combination of intellect and hands-on experience throughout her career has given Davis an unconventional edge in relating to her clients and their constituents across many professional and industry genres.

Davis earned her Bachelor of Science in Agriculture in 2001 from California Polytechnic State University, San Luis Obispo and has completed her course work for her Masters of Science in Agricultural Communications with an emphasis in Animal Science, her thesis defense is pending. She has also earned a certificate of fundraising from Indiana University School of Philanthropy. Davis is a member of California Cattlemen's Association, the Tulare County Farm Bureau, Tulare County Cattlemen's and Women's Associations and San Luis Obispo County Cattlemen's Association. She also serves on the Outreach Committee for the California Rangeland Conservation Coalition. She and her family continue to ranch and farm in Paso Robles, CA.

Davis was raised on the Central Coast of California but has been based in the Central Valley since 2007.

### **Shauna Dolin**

Shauna is a proud SVA mom and advocate. Determined to see her daughter get the very best education possible, she researched various charter schools and found SVA to be the best of the best.

As a school of choice, SVA encourages parent involvement resulting in academic growth. Shauna believes that all children and parents should have access to the finest education. With a broad professional background, Shauna possesses office management and assistant experience along with a keen mind for technology. Born and raised in Visalia, CA, Shauna attended Visalia public schools from grades K-12. She graduated from Golden West High School and went to work in the banking industry moving up in the ranks to Assistant Manager. During that time, her daughter was born and quickly Shauna's focus changed. She decided to change careers and work with a local non-profit as a Project Technician and Office Assistant. This move gave Shauna more time at home raising her daughter as well as increased opportunities for professional growth. Ms. Dolin joined the SVA staff as the Administrative Assistant in July 2015. She believes strongly in SVA's mission and is proud to be a part of this wonderful child-centered community as a parent and staff member.

### **Leila Gates-Wai**

Leila was born and raised in Buenos Aires, Argentina. Growing up, Leila's parents had to make many sacrifices in order to send her to private school, as public schools were facing many challenges; teachers were paid unfairly, resources were scarce, and school administration would often go on strike. Leila is thankful for the wonderful teachers who motivated her to always want to learn more.

Leila holds a Bachelor of Art in Early Childhood Education from Fresno Pacific University and is currently working on her teaching credential and Masters in Education at Brandman University. Leila has been a part of the Sycamore Valley Academy community since 2013 as a parent volunteer, and since 2015 as a Spanish teacher.

Leila believes in the mission of The Academies; one that has positive effects, not only on its students and families but in the community at large. Leila is thrilled to be a part of our founding team, knowing that this new school will allow more families in Visalia to have access to high-quality education.

### **Jesus Pelayo**

Mr. Pelayo is architect and principal of Hedron Architecture Design and Consulting, a firm he founded following extensive work serving private, public and corporate clients across California for over 15 years.

A native of Corcoran, California, where he was a Boswell Scholar, Jesus went on to graduate of from Cal Poly, San Luis Obispo, one of the nation's top architecture programs, and obtained his Masters of Business Administration from the Craig School of Business at California State University, Fresno, where he received the Graduate Award of the Year for Business.

Jesus' experience as an educator started at a young age when he served as a teacher to migrant families during summers, visiting migrant students at their homes so that they could continue their education.

Jesus is passionate about building the communities we seek to leave for our children, and only accepting the best of ourselves in that effort. He uses his talents as an architect, business owner, entrepreneur and educator to further this work. Mr. Pelayo is a Certified Emergency Service Professional for the California Governor's Office of Emergency Services, Historical Preservation

Commissioner for the City of Dinuba, Alta Historical District Society Board Member, Rotarian, and founding member of the Kiwanis Bilingual Chapter in Dinuba, CA.

Jesus is a proud father to two young daughters, Sarah Lucia and Elena Maria, who attend Montessori and Sycamore Valley Academy schools respectively.

### **Kelly Theofanis**

Kelly Theofanis, Director of Client Management at EdTec, Inc., manages a portfolio of charter schools across California, serving as each school's finance lead and main point of contact for cross-functional outsourced business and development support services. She comes from a nonprofit consulting background and has partnered with clients in education, arts, and social service on projects ranging from strategic planning to fundraising. The complexity of business in the nonprofit sector, as well as the disparity between the capacity of nonprofits to provide services and the populations of people in need, inspired Kelly to continue her work in public education and to pursue a degree in business. Kelly is an Education Pioneers alumna and worked with Green Dot Public Schools in Los Angeles while in business school. Kelly also served on the founding team and as Treasurer of the Board of Directors for Futuro College Preparatory Elementary School (now Endeavor College Prep). Kelly is originally from Los Angeles and graduated from Yale University with a BA in English and from the USC Marshall School of Business with an MBA. Kelly is grateful to serve on this founding team because she wishes to advance our vision and mission, and believes the exceptional instructional model we provide is promising for future dissemination of best practices and influence toward change in public education.

### **Claudia Van Groningen**

Claudia Van Groningen was born and raised in a foothill community of Southern California where access to rich cultural experiences and an excellent education shaped her unique worldview. She and her young son moved to Visalia in 2006 where she attended College of the Sequoias. She later transferred to UC Berkeley where she graduated with honors, earning her BS degree in Conservation and Resource Studies.

As a lifelong learner and adventurous spirit, Claudia found SVA to be a natural fit. She identifies with the Mission to challenge curiosity and creativity in a nurturing environment and appreciates that this applies to the school staff as much as to the students. The collaborative community of top-notch people at SVA inspires Claudia every day and she is grateful to be part of such an excellent staff.

Claudia has been a part of the Sycamore Valley Academy community since 2013, first as a parent then later joining the administrative staff as Director of Operations in 2015. She is grateful to be part of the founding team to help provide this excellent educational opportunity to more children in our community.

### **Alejandra Yado**

Alejandra Yado has been working with children since 2010. She began her career in education as a Migrant Tutor with the Butte County Office of Education. Working with Migrant families is a passion of Alejandra's, as she relates to the struggles that migrant families face. Miss Yado's first school placement



was at Highland Elementary, where she immediately fell in love with the staff and students she worked with every day. Many successes were shared, and her love for teaching deepened over her time there. Alejandra was inspired by students who looked to her for guidance and that is when she knew she would pursue a life in education.

Miss Yado faced many challenges growing up and persevered to earn first her associate's degree from College of the Sequoias and then her bachelor's degree from California State University, Fresno. She is the first in her family to graduate from high school or college. Recognizing the impact her education has on her life, and desiring to help others feel empowered by their own education, Alejandra enrolled in a teaching credential program immediately after graduation.

Alejandra envisions a world where everyone has access to an excellent education, and she strongly believes in the mission of Sycamore Valley Academy. Miss Yado joined the staff at Sycamore Valley Academy in the fall of 2014. Full of love for life and learning, she is known to say that she is growing and learning every day right alongside her students. Alejandra is excited to be part of the Blue Oak Academy founding team and to continue to move ever toward her vision of providing excellence in education for all in our community.

### **Kole Devereaux**

Kole was born in the city of Hudsonville, Michigan on June 12th, 2001. He grew up with his Mom, Dad, and his sister Kaelyn. His young years he had friends who lived on the block who taught him many things that led him into many of his different passions. One of those few passions was the idea of big vehicles. Today, Kole's favorite hobbies are trains, planes, and especially buses. Growing up in Michigan was much different than living out here in California. In the year of 2006 his parents separated. For 10 years of his life he has spent living it in Michigan with his family out there. In 2007 his Mom and his Step-Dad got married and decided to live in California. In 2012 he decided to move to California to go school and live out here permanently. He has lived 4 years of his life in California and has enjoyed every day of it.

The beginning of his Education started in Michigan at two different schools. He attend Alward Elementary for Pre-K through 2nd. He moved to a school named Georgetown Elementary for 3rd. There he learned the beginning of his technology talent. When he moved to California the first school he went to was a school here in Visalia named Linwood Elementary for 4th and 5th. While there he did student council and received the award for leadership. For his 6th grade year he attended Veva Blunt. What he feels successful the most about there is his Golden Award for Academics signed by the President. Finally, for his 7th and 8th grade years he attended Sycamore Valley Academy. He said that he has grown the most at SVA and totally likes the decision he made to stay there. Kole strives to be his best when it comes to education and being a leader within his home, school, the U.S. Naval Sea Cadet Program he's in, and at his church. He values everything he has learned and will every day of his life.

### **Jocelyn Davila-Gonzalez**

Jocelyn was born in the city of Tepetitlan de Morelos, Jalisco on October 29, 2001. Originally from Mexico, on July 2007 she and her family moved to California where they have spent nine years living in the US. Jocelyn, soon to be fifteen, enjoys reading about world topics and speaking out about the things that matter in today's society. She believes that any voice can make a difference no matter the size.

Because of it she has joined Ruth Dutton and her team to create Blue Oak Academy to better the future of young people.

Jocelyn's education started in Mexico where she attended kindergarten. She later attended Oak Grove and continued her elementary years in Manuel F. Hernandez. The last two years Jocelyn has attended Sycamore Valley Academy's middle School. In the last 10 years of education she has received at least one recognition award from her teachers. In the 8th grade Jocelyn received three awards in total. Jocelyn's dream is to change the world and make an impact. She's always been an outspoken person and hopes to use that in her advantage. Now freshman in high school is ready to take any challenges that face her in the future and is prepared to continue striving in her education in hopes of making herself and her family proud.

See Appendix A, "Founders' Resumes."

### **Board of Directors**

#### **Rachele Berglund, Esq.**

Ms. Berglund was admitted to the California State Bar after earning her Juris Doctorate degree and graduating valedictorian from San Joaquin College of Law in 2006. As an attorney, the majority of her law practice is dedicated to serving public agencies, non-profits and business entities, primarily in the areas of employment, labor law, and governance. Her journey to working as an attorney was inspired more than 15 years ago when she was employed by Community Services & Employment Training, Inc. (C-SET). There, Rachele worked to mobilize community action through education and service. She met incredible people in rural communities throughout Tulare County who were dedicated to their families, their communities, and their schools. She continued her efforts as School/Community Development Director with Pixley Union School District. There, Ms. Berglund was part of a team that secured millions in grant funding to establish and manage much-needed preschool education and family literacy programs. These experiences served to deepen her interests in shaping policy and practices in the public's interest. Although effective education has long been an interest to Rachele, becoming a mother to two beautifully amazing and curious children has served to deepen that interest. Rachele appreciates SVA, its many successes and its continued efforts in providing exceptional and enriching education for children. She enthusiastically served on the initial SVA Founding team, and has since served us as Board Secretary and is now the Chair of the SVA (soon to be "The Academies") Board of Directors. Ms. Berglund is also a proud SVA parent.

#### **Robert N. Line**

Mr. Line is a lifelong resident of the Visalia area and pillar of the community. He graduated from Visalia Senior High School (now Mt. Whitney) and was the school's first student body president in 1952. After graduation he went to College of the Sequoias where he played baseball and football, later serving as the Commissioner of Athletics. He graduated from California State University, Fresno, with a B.A. in 1955 and an M.A. in School Administration in 1963. During H.S. Bob played in the school band where he met his future wife Mary on a band trip after the bus tire blew and they were all asked to move seats. Mary and Bob were married for 60+ years and have four beautiful daughters.

Professionally, Mr. Line was always an educator at heart. For 37 years he worked for the Visalia Unified School District. He began as a teacher, Vice Principal, and then finally Principal for Washington/Jefferson schools. After serving as principal he was appointed to be the first Director of Compensatory Education for VUSD and soon after was appointed Assistant Superintendent. In 1980 Bob was appointed Superintendent of VUSD where he served until his retirement in 1992. After retirement Bob spent 15 years working at California State University Fresno where he supervised Education Administration interns and field work students working on Master's degrees in school administration.

Throughout his career and now in retirement, Bob has been more than a generous volunteer. He is motivated by a core value of service to his community and desire to contribute to many causes including COS, Visalia Host Lions Club, Boy Scouts of America, Boys and Girls Club of America, and Tulare County Symphony, just to name a few. Bob has volunteered as a Leadership Visalia mentor, as a coach for Visalia Little League, and participates in many scholarship committees focused on providing college funds to deserving students. His wisdom and guidance have been and still are sought by many and our charter community is grateful for his membership on our Board of Directors.

### **Karin Aure**

Karin Aure is a product of Tulare County, growing up in Earlimart and attending local public schools for her entire elementary and secondary experience. She received her BA from UC Berkeley and her doctorate in Education from UC Los Angeles. Some of Ms. Aure's other distinctions include serving as a Rotary Ambassadorial Scholar at the University of Karlstad, Sweden, and as a Fulbright Scholar at the Stockholm Institute of Education in Stockholm, Sweden.

As a classroom teacher, Ms. Aure taught in Saudi Arabia, Turkey, and California, gaining experience in grades pre-Kindergarten to 8th grade. She has also taught graduate level courses in Education at the University of Southern Mississippi, Brandman University, and the Impact Program with the Tulare County Office of Education. In addition to her years in the classroom, Karin's experience in education includes her time as an administrator. She served for eight years as the Director of Research and Evaluation for the Lindsay Unified School District and is now an elementary school Principal in Visalia Unified School District, at Royal Oaks. She lives in Exeter with her two children, Amos and Rosalind.

Karin served as second Lead Petitioner on SVA's initial founding team, was our school's first Board Chair, and has since been (and is presently) the Board Secretary. It is her pleasure and honor to have been a part of our special community since we began development of SVA in 2010.

### **Toby Maitland-Lewis**

Toby Maitland-Lewis has been a member of the Sycamore Valley Academy Board of Directors since 2011. He grew up in England and moved to the United States in 1990, graduating with a bachelor's degree from Dartmouth College (1994) and a master's degree in Business Administration from UCLA (1998).

Mr. Maitland-Lewis established himself professionally in Silicon Valley working in finance and accounting, first for Hewlett Packard and subsequently for Autodesk before moving into agriculture. Since 2006, when he and his wife, Rie Reniers, moved to Visalia, he has served as Chief

Financial Officer of a prominent grower / packer / shipper in the Central Valley, Sun Pacific. He brings his financial expertise to the Board, where he serves as Treasurer.

Rie and Toby have two children, Lucy and Charlie, who both attend Sycamore Valley Academy.

### **Harold Rollin**

Mr. Rollin spent his early life in the San Fernando Valley, and then moved north to attend the University of California, Berkeley, where he graduated with a B.A. in Political Science. His desire to utilize his education, skills and attention to detail to help others, led Mr. Rollin to attend McGeorge School of Law, where he graduated in the top third of his class. After passing the Bar Exam, Mr. Rollin commenced his legal career working in a small firm in Delano, CA, where he gained valuable legal experience. Upon relocating from Bakersfield to Visalia, Mr. Rollin joined Visalia's second oldest firm, Houk & Hicks where he worked as an associate attorney under the tutelage of Gareth W. Houk, Jr. and Lloyd L. Hicks and gained additional valuable experience representing clients in many different types of cases.

In 1999, Mr. Rollin opened his own sole practice in Visalia, and since that time he has successfully represented clients in civil matters of all kinds, with an emphasis in business, real estate, collections, construction and employment law.

Harold has been a proud member of Visalia Breakfast Rotary since 1995, contributing his time and money to further Rotary International's goals of performing philanthropy throughout Visalia and the world and has served as a past President of the club. Mr. Rollin has also served on the Board of Directors for the Tulare County Bar Association since 2009, and served as President from 2014-2015. He has had the opportunity to serve the community as a Director on other Boards as well.

Mr. Rollin is pleased to serve as Vice Chair of our Board, where he contributes his legal skill and knowledge, Board experience, time, and effort to make a positive and impactful difference in the lives of the students, families and staff.

He lives in Visalia with his wife and two young children, and is a proud SVA parent.

## THE ACADEMIES

Following several months of stakeholder engagement and the adoption of a strategic plan in January 2016, Sycamore Valley Academy leadership decided to replicate the school, and start a second K-8 charter school. Consequently, our nonprofit's foundational documents have been revised to expand the purpose and scope of our organization, and upon authorization of Sycamore Valley Academy's renewal charter and Blue Oak Academy's initial charter, the proposed revisions will take effect. Instead of being a nonprofit whose purpose it is to run one charter school, after the authorization of our second charter school, we will submit new documents to become a nonprofit that manages multiple charter schools, also known as a Charter Management Organization ("CMO"). Similarly, instead of this nonprofit being named "Sycamore Valley Academy," we will begin a new corporate identity that matches the new purpose of serving multiple charter schools; "The Academies" is the proposed new name for our nonprofit public benefit corporation, which has 501(c)(3) tax-exempt status.

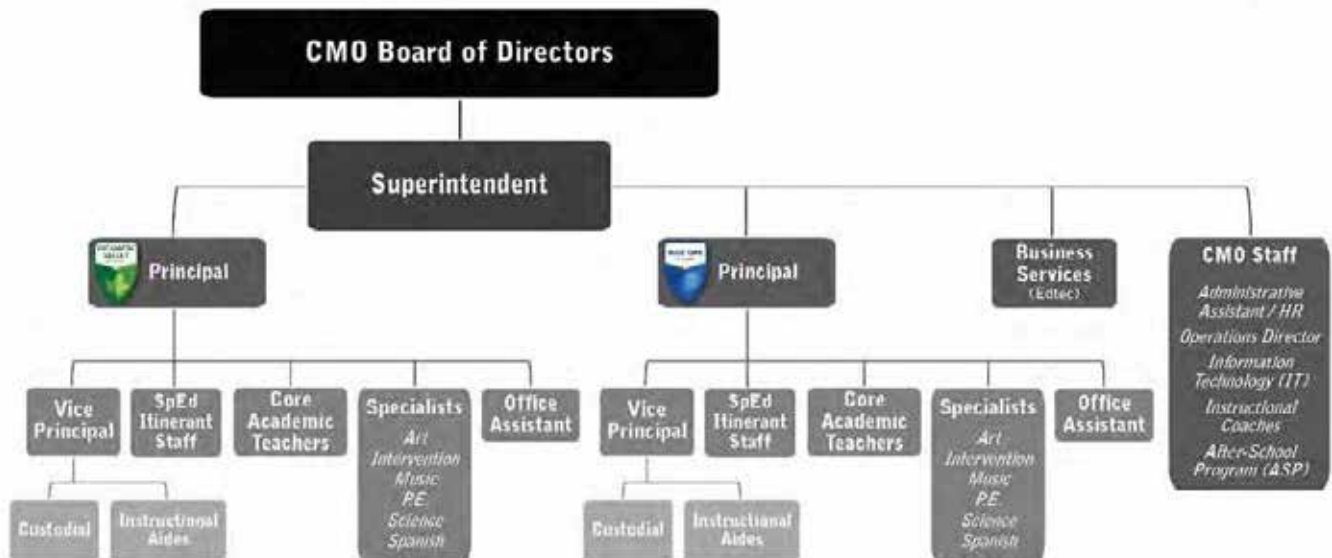
See Appendix B, "Strategic Plan 2021" and Appendix C, "Restated Articles of Incorporation & Revised Board Bylaws."

The Academies functions much like a school district office, with centralized services and staff that support all charter schools in the organization. The many benefits of the restructure are described in the Strategic Plan; fundamentally, we believe it allows for the institutions' persistence into the future. Becoming The Academies, a CMO operating a network of charter schools, allows us to expand access to our program, responding to the demand for our educational option, while adding needed supports to the charter school(s) that will translate to the longer-term sustainability of these schools in our community.

The organizational charts below illustrate the staffing restructure that results from the transition from a single charter school to a Charter Management Organization. These charts show the supervisory/reporting structure, however two parties indicated within these are not The Academies staff: Special Education Itinerant Staff and EdTec, our Business Services provider.



# THE ACADEMIES CHARTER MANAGEMENT ORGANIZATIONAL CHART



## SUCSESSES AND ACCOMPLISHMENTS OF THE FIRST CHARTER TERM: 2012-2017

*Governing Law: 5 CCR 11966.4(b)(1): When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.*

### Meeting Charter Renewal Criteria for Academics

#### A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).

\*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

See corroborating source data in Appendix D, “CDE DataQuest/CAASPP Reports for Sycamore Valley and Visalia Unified.”

SVA delivers student results that demonstrate a sound educational program, as well as the likelihood that such results will improve over time.

When SVA opened in 2012-13, we served 127 pupils who came to our option from over 35 different prior schools. During this challenging and rewarding first year, we effectively established a school culture and implemented a radically different instructional program than any other local option, and our instruction was aligned to the Common Core State Standards (“CCSS”) at a time most districts in our county were continuing to teach from the prior 1997 California State Standards. We managed a school launch, extensive policy development, staff training in our specialized methodologies, implementation of new standards, and acculturation of students and parents to our charter community while co-located at a District Elementary school site, Veva Blunt Elementary School. This was the last year in which the State required schools to participate in the STAR/CST testing and the last year it generated an “Academic Performance Index” or API, to numerically represent school quality. We were pleased with our 2012-13 API of 818, and its implication that our students were performing within the top range of Visalia area students despite all of the challenges of the first year of an autonomous charter school. Especially notable for us was the fact that our students had a strong performance even when we entirely ignored the expiring CA State Standards as learning objectives that year, instead delivering Common Core aligned instruction.

In 2013-14, there was no external, state-reporting. During this year, SVA implemented internal NWEA MAP assessments to measure student growth within the Common Core aligned curriculum, and our students participated in the state-wide field testing of the new state exams.

In 2014-15, our students tested for the first time under the California Assessment of Student Performance and Progress (“CAASPP”), Common Core aligned, computer adaptive testing. We were pleased to see that our students’ performance had risen in relation to other Visalia area elementary and K-8 options over the last time we were able to compare external academic scores.

The chart on the next page shows SVA's rise in student achievement since the state's tests became CCSS-aligned, and demonstrates not only that our pupils are well-served by our program, but also that our school is on a trajectory of excellence.

The table on the left in this chart shows the achievement of all of the Visalia area elementary and K-8 schools that achieved above an 800 API under the old testing system (STAR/ CST) in 2013, ranked in order of performance. Though there were 27 Visalia elementary schools, the chart shows only the 10 schools in Visalia that served these grades *and* met the state's target score of 800. In other words, it shows only the top performers in our area, and there are 17 other Visalia elementary schools not included in either table because their performance was below this threshold.

The same 10 schools that demonstrated top performance in 2013 continued to lead as the area's "top 10" in 2015, and the table on the right shows these same schools' performance in relation to one another within the new CAASPP system. It is worth noting that all K-8 schools, including SVA, demonstrate a rise in performance relative to their counterparts.

The lime green bar in both tables is Sycamore Valley Academy. Its movement from 6<sup>th</sup> place (2013) to 3<sup>rd</sup> (2015) demonstrates not only a strong initial academic performance in year 1 when instruction and tests were not aligned, but a clear growth trajectory and stronger performance when instruction and tests are actually aligned.

2013 Academic Performance Index (API) Report

Visalia Area		2013	API point difference relative to SVA
Elementary Schools			
1	Oak Grove Elementary	833	115
2	Hurley Elementary	802	84
3	Linwood Elementary	801	83
4	Shannon Ranch Elementary	881	63
5	Manuel F. Hernandez	852	34
6	Sycamore Valley Academy	818	
7	Valley Life Charter K-8	817	-1
8	Royal Oaks Elementary	814	-4
9	Willow Glen Elementary	813	-4
10	Cottonwood Creek	811	-7

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trends

2015 CAASPP Results Report

Visalia Area		ELA	Math
Elementary Schools		% met or exceeded standards difference relative to SVA	% met or exceeded standards difference relative to SVA
1	Oak Grove Elementary	11	16
2	Hurley Elementary	1	12
3	Sycamore Valley Academy		
4	Shannon Ranch Elementary	-2	1
5	Linwood Elementary	-4	-3
6	Valley Life Charter K-8	-12	=
7	Willow Glen K-8	-20	=
8	Manuel F. Hernandez	-14	-8
9	Cottonwood Creek	-17	-9
10	Royal Oaks Elementary	-23	-10

This table compares the achievement in the grades of all of the Visalia schools that achieved above an 800 API under the old testing system, and shows their performance within the new CAASPP system.

When comparing Sycamore Valley Academy as a Local Education Authority ("LEA") within Tulare County, we demonstrate the highest student achievement scores relative to the region we are located within. When (the above) individual school level data is aggregated within the District, the 17 other elementary schools within VUSD become a part of the comparison. Our percentage meeting or exceeding standard on the CAASPP English Language Arts and Math portions averaged 42.5. This represented the strongest academic performance of any LEA in our county. The nearest LEA to SVA was Three Rivers (with an average of 40.5), followed by Springville (average of 37), then Valley Life Charter School (36.5), and Visalia Unified (average of 35.5).



2014-15 CAASPP Scores for Selected Tulare County Local Education Authorities ("LEAs")			
LEA		% who met or exceeded standard in ELA	% who met or exceeded standard in Math
1	Sycamore Valley Academy	54	31
2	Three Rivers Elementary School District	42	39
3	Springville Elementary School District	42	32
4	Valley Life Charter School	42	31
5	Visalia Unified School District	42	29
6	Oak Valley Elementary School District	34	30
7	Exeter Unified School District	37	23
8	Burton Elementary School District	34	20
9	Porterville Unified School District	29	20
10	Tulare City School District	30	23
11	Dinuba Unified School District	30	18
12	Cutler-Orosi Unified School District	22	17
13	Lindsay Unified School District	25	13
14	Farmersville Unified School District	21	10

At the time of charter submission, we are not able to view other schools' or LEA's 2016 CAASPP scores to produce comparisons for interpretation. However, we have accessed our 2016 CAASPP scores and are pleased to report continued growth.

Comparing SVA's 2015 to SVA's 2016 CAASPP Results		
	% who met or exceeded standard in ELA	% who met or exceeded standard in Math
SVA 2014-15 CAASPP	54	31
SVA 2015-16 CAASPP	56	40
Score growth over prior year	+2	+9

It is important to contextualize Sycamore Valley Academy's achievement scores to determine whether students at SVA are receiving an education of equal or greater value than they would at their public schools of residence. It has always been the case that our students are attracted to our option from within the District as well as outside the District. Students enrolled at SVA come to us from across the community. In 2014-15, our nearly 300 students came to us from over 40 different public schools of residence (within VUSD, as well as from Exeter, Orosi, Hanford, Woodlake, and Tulare). Our 3<sup>rd</sup>-8<sup>th</sup> graders (test-takers) came to us from 37 different public schools of residence.

In order to determine the answer to our question of whether these pupils are achieving better academic outcomes as a result of the opportunity to attend our Charter School, we first took a look at our school-wide average achievement scores: our percent who met or exceeded standard in ELA, and our percent who met or exceeded standard in Math. Next, we compiled a list of all of the public

schools of residence our students would otherwise attend if they were not enrolled at SVA. We then gave each of these schools their average CAASPP scores: their percent who met or exceeded standard in ELA, and their percent who met or exceeded standard in Math. Next, we determined the weighted average of these scores by their proportional representation in our student body. For example, since the largest number of SVA students would otherwise attend La Joya Middle School (12 pupils), this school's average CAASPP percentages were weighted the greatest, and since many of our students are the only pupil from their public school of residence enrolled at SVA, those schools' CAASPP percentages were weighted the least (and equal to one another). In this way, we created a hypothetical school's CAASPP scores to indicate what our pupils might have achieved had they been educated in their home schools.

The table below shows the 2014-15 CAASPP results for this hypothetical comparison school (generated by weighting public schools of residence' average CAASPP scores by their proportional representation on campus) compared with 2014-15 SVA CAASPP results and the difference between these. The table illustrates that SVA student performance exceeds the academic performance of the public schools that the charter school pupils would otherwise have been required to attend.

See Appendix E for the source data used to generate this calculation, "Hypothetical School CAASPP Calculation."

Comparing Hypothetical School CAASPP Results to SVA's in 2014-15		
	% who met or exceeded standard in ELA	% who met or exceeded standard in Math
SVA 2014-15 CAASPP	54	31
Our students' school-level score had they attended their public schools of residence	37	28
Difference in achievement because these pupils attended SVA	+ 17	+ 3

#### **B. Additional Justification for Charter Renewal- Student Subgroup Growth**

Internal data is suggestive of something even deeper. As the "Intent of the Charter Schools Act" and the charter school proponents envisioned, Sycamore Valley Academy's model has proven to be effective at "closing the achievement gap," that is, reducing the distance between the performance of persistently disparate groups of students. Ethnic minority groups and students from low socio-economic households have persistently underperformed in relation to the achievement of their white and more advantaged counterparts. We are particularly proud of the fact that at SVA we are closing this achievement gap, even while *all* groups grow and improve over time.

We administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as an interim assessment according to the schedule below.

Frequency of Computer-adaptive Testing			
Grade	End of Trimester 1	End of Trimester 2	End of Trimester 3
K			NWEA MAP
1	NWEA MAP	NWEA MAP	NWEA MAP
2	NWEA MAP	NWEA MAP	NWEA MAP
3	NWEA MAP	NWEA MAP	CAASPP
4	NWEA MAP	NWEA MAP	CAASPP
5	NWEA MAP	NWEA MAP	CAASPP
6	NWEA MAP	NWEA MAP	CAASPP
7	NWEA MAP	NWEA MAP	CAASPP
8	NWEA MAP	NWEA MAP	CAASPP

NWEA MAP gives students a numeric score (seen as “RIT” in their reports) and generates student-level, classroom-level, reports, and sample of these can be found in Appendix F, “Sample NWEA MAP Reports.” Students are measured against their nationally-normed projected RIT for the point in the academic year and grade level where they are presently. NWEA MAP also embeds resources for teachers to teach responsively from these formative assessments.

School-level and “district”-level are also available through NWEA MAP and are useful for program analysis. The data in the tables below, taken from 2015 NWEA MAP Student Growth Reports, indicates that scores are rising year over year, and that all subgroups, including our numerically significant subgroups (Hispanic learners and Free or Reduced Price Meal- eligible learners), are experiencing academic growth.

The following three tables show NWEA MAP student achievement data in Mathematics, Reading, and Language Usage disaggregated by ethnic subgroups. Comparing the Mean RIT from Fall 2014 to the Mean RIT from Fall 2015 illustrates improved outcomes for all subgroups.

# Sycamore Valley Academy

## Mathematics

		Comparison Periods						
		Fall 2014			Fall 2015			Growth
Grade (Fall 2015)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth Observed Growth SE
<b>K</b>	<b>0</b>	<b>**</b>			<b>**</b>			<b>**</b>
<b>1</b>	<b>0</b>	<b>**</b>			<b>**</b>			<b>**</b>
<b>2</b>	<b>30</b>	<b>164.4</b>	<b>13.1</b>	<b>64</b>	<b>177.8</b>	<b>14.7</b>	<b>56</b>	<b>13.4 1.8</b>
Asian	3	183.0	7.9	99	199.7	3.2	99	16.7
Hispanic or Latino	11	160.8	13.1	39	172.5	10.2	23	11.7
White	16	163.4	11.3	57	177.3	15.1	53	13.9
<b>3</b>	<b>37</b>	<b>182.8</b>	<b>9.8</b>	<b>84</b>	<b>195.0</b>	<b>11.8</b>	<b>78</b>	<b>12.2 1.5</b>
Hispanic or Latino	10	176.9	7.3	50	190.7	10.8	52	13.8
Multi-ethnic	2	194.5	2.1	99	213.0	7.1	99	18.5
Native Hawaiian or Other Pacific Islander	1	176.0		44	177.0		1	1.0
Not Specified or Other	1	172.0		20	172.0		1	0.0
White	23	185.1	9.7	92	197.1	9.9	87	12.0
<b>4</b>	<b>28</b>	<b>191.4</b>	<b>16.1</b>	<b>57</b>	<b>203.1</b>	<b>14.6</b>	<b>58</b>	<b>11.7 1.4</b>
Black or African American	2	209.0	25.5	99	213.0	21.2	96	4.0
Hispanic or Latino	10	181.3	14.0	6	195.3	11.8	14	14.0
Multi-ethnic	5	195.0	15.7	78	204.2	14.0	64	9.2
Not Specified or Other	2	196.0	2.8	83	206.0	4.2	75	10.0
White	9	195.7	14.5	82	208.2	16.6	85	12.6
<b>5</b>	<b>28</b>	<b>207.5</b>	<b>14.8</b>	<b>82</b>	<b>213.9</b>	<b>15.7</b>	<b>64</b>	<b>6.4 1.6</b>
Hispanic or Latino	13	199.4	12.5	34	207.3	17.1	28	7.9
Multi-ethnic	1	236.0		99	230.0		99	-6.0
Not Specified or Other	1	208.0		84	210.0		42	2.0
White	13	213.3	12.6	97	219.5	12.6	88	6.2
<b>6</b>	<b>28</b>	<b>206.9</b>	<b>13.8</b>	<b>26</b>	<b>212.6</b>	<b>15.8</b>	<b>24</b>	<b>5.8 1.6</b>
American Indian or Alaskan Native	1	191.0		1	184.0		1	-7.0
Asian	2	215.5	17.7	72	210.0	29.7	14	-5.5
Hispanic or Latino	6	196.0	13.4	1	207.2	10.3	7	11.2
White	19	210.3	12.0	44	216.2	15.1	42	5.9
<b>7</b>	<b>22</b>	<b>223.0</b>	<b>13.3</b>	<b>77</b>	<b>230.1</b>	<b>13.1</b>	<b>83</b>	<b>7.1 1.5</b>
American Indian or Alaskan Native	1	196.0		1	206.0		2	10.0
Hispanic or Latino	6	220.3	12.2	65	230.0	15.6	83	9.7
Multi-ethnic	4	224.5	17.5	83	229.3	15.1	81	4.8
White	11	226.5	10.6	89	232.7	10.1	90	6.3
<b>8</b>	<b>23</b>	<b>217.5</b>	<b>17.9</b>	<b>25</b>	<b>225.1</b>	<b>16.0</b>	<b>45</b>	<b>7.6 1.5</b>
Asian	2	230.5	9.2	85	233.0	1.4	78	2.5
Hispanic or Latino	10	212.8	19.0	10	220.6	15.4	26	7.8
White	11	219.5	17.7	34	227.8	17.5	57	8.4

# Sycamore Valley Academy

## Reading

		Comparison Periods							
		Fall 2014			Fall 2015			Growth	
Grade (Fall 2015)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
<b>K</b>	<b>0</b>	<b>NA</b>			<b>NA</b>			<b>NA</b>	
<b>1</b>	<b>0</b>	<b>NA</b>			<b>NA</b>			<b>NA</b>	
<b>2</b>	<b>4</b>	<b>162.5</b>	<b>12.4</b>	<b>62</b>	<b>170.3</b>	<b>21.2</b>	<b>25</b>	<b>7.8</b>	<b>7.2</b>
Hispanic or Latino	2	170.5	13.4	95	187.0	1.4	97	16.5	
White	2	154.5	4.9	14	153.5	14.8	1	-1.0	
<b>3</b>	<b>4</b>	<b>168.8</b>	<b>11.1</b>	<b>18</b>	<b>180.3</b>	<b>14.2</b>	<b>12</b>	<b>11.5</b>	<b>7.1</b>
Hispanic or Latino	2	162.5	10.6	3	180.5	4.9	12	18.0	
Not Specified or Other	1	168.0		15	163.0		1	-5.0	
White	1	182.0		87	197.0		90	15.0	
<b>4</b>	<b>22</b>	<b>185.6</b>	<b>22.7</b>	<b>34</b>	<b>198.5</b>	<b>22.0</b>	<b>52</b>	<b>12.9</b>	<b>2.6</b>
Black or African American	1	219.0		99	228.0		99	9.0	
Hispanic or Latino	9	177.4	21.3	5	190.6	26.7	12	13.1	
Multi-ethnic	5	182.4	26.0	19	204.8	5.5	85	22.4	
Not Specified or Other	2	208.0	2.8	99	207.5	3.5	93	-0.5	
White	5	187.8	20.4	47	197.0	25.0	43	9.2	
<b>5</b>	<b>22</b>	<b>205.4</b>	<b>17.7</b>	<b>87</b>	<b>214.1</b>	<b>17.1</b>	<b>91</b>	<b>8.7</b>	<b>1.8</b>
Hispanic or Latino	12	200.7	20.3	65	209.5	18.7	73	8.8	
Multi-ethnic	1	237.0		99	247.0		99	10.0	
Not Specified or Other	1	189.0		8	205.0		46	16.0	
White	8	210.6	6.3	97	218.1	10.4	98	7.5	
<b>6</b>	<b>12</b>	<b>213.7</b>	<b>16.8</b>	<b>90</b>	<b>218.2</b>	<b>19.1</b>	<b>87</b>	<b>4.5</b>	<b>3.0</b>
Asian	1	233.0		99	227.0		99	-6.0	
Hispanic or Latino	2	193.5	7.8	3	210.5	3.5	47	17.0	
White	9	216.0	15.1	95	218.9	21.7	90	2.9	
<b>7</b>	<b>9</b>	<b>212.6</b>	<b>11.4</b>	<b>60</b>	<b>220.9</b>	<b>5.9</b>	<b>84</b>	<b>8.3</b>	<b>2.7</b>
American Indian or Alaskan Native	1	204.0		13	216.0		59	12.0	
Hispanic or Latino	3	207.3	11.2	28	218.3	1.5	72	11.0	
Multi-ethnic	1	228.0		99	231.0		99	3.0	
White	4	214.8	11.3	73	221.5	6.6	86	6.8	
<b>8</b>	<b>21</b>	<b>208.2</b>	<b>18.7</b>	<b>17</b>	<b>221.5</b>	<b>14.4</b>	<b>72</b>	<b>13.3</b>	<b>2.2</b>
Asian	2	220.5	6.4	82	233.5	0.7	99	13.0	
Hispanic or Latino	11	204.1	21.0	6	218.4	17.3	56	14.3	
White	8	210.9	16.9	29	222.9	10.2	78	12.0	

# Sycamore Valley Academy

## Language Usage

Grade (Fall 2015)		Comparison Periods							
		Fall 2014			Fall 2015			Growth	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
<b>K</b>	<b>0</b>	<b>**</b>			<b>**</b>			<b>**</b>	
<b>1</b>	<b>0</b>	<b>**</b>			<b>**</b>			<b>**</b>	
<b>2</b>	<b>0</b>	<b>**</b>			<b>**</b>			<b>**</b>	
<b>3</b>	<b>35</b>	<b>184.7</b>	<b>14.5</b>	<b>94</b>	<b>194.1</b>	<b>14.6</b>	<b>77</b>	<b>9.3</b>	<b>1.9</b>
Hispanic or Latino	9	180.7	11.0	82	188.2	12.1	42	7.6	
Multi-ethnic	2	202.0	5.7	99	194.0	36.8	77	-8.0	
Native Hawaiian or Other Pacific Islander	1	182.0		87	174.0		1	-8.0	
Not Specified or Other	1	153.0		1	159.0		1	6.0	
White	22	186.4	14.3	96	199.0	10.3	94	12.6	
<b>4</b>	<b>28</b>	<b>192.7</b>	<b>18.2</b>	<b>70</b>	<b>202.9</b>	<b>13.6</b>	<b>75</b>	<b>10.2</b>	<b>1.9</b>
Black or African American	2	214.5	19.1	99	210.5	24.7	97	-4.0	
Hispanic or Latino	10	183.8	20.0	19	195.9	16.3	31	12.1	
Multi-ethnic	5	193.2	16.0	73	208.0	8.5	94	14.8	
Not Specified or Other	2	207.5	10.6	99	207.0	2.8	91	-0.5	
White	9	194.2	14.6	78	205.3	10.5	86	11.1	
<b>5</b>	<b>27</b>	<b>207.3</b>	<b>16.1</b>	<b>92</b>	<b>213.0</b>	<b>14.9</b>	<b>91</b>	<b>5.7</b>	<b>1.6</b>
Hispanic or Latino	13	201.2	16.3	65	208.0	15.0	66	6.8	
Multi-ethnic	1	231.0		99	239.0		99	8.0	
Not Specified or Other	1	194.0		21	199.0		12	5.0	
White	12	213.1	13.3	99	217.5	12.3	98	4.4	
<b>6</b>	<b>26</b>	<b>206.9</b>	<b>17.2</b>	<b>59</b>	<b>213.7</b>	<b>15.8</b>	<b>70</b>	<b>6.8</b>	<b>1.8</b>
American Indian or Alaskan Native	1	188.0		1	198.0		1	10.0	
Asian	2	202.5	40.3	29	216.0	15.6	82	13.5	
Hispanic or Latino	5	197.8	20.5	8	204.4	10.4	14	6.6	
White	18	211.0	13.1	83	216.9	16.6	86	5.9	
<b>7</b>	<b>21</b>	<b>219.3</b>	<b>10.7</b>	<b>93</b>	<b>222.0</b>	<b>11.3</b>	<b>91</b>	<b>2.7</b>	<b>1.1</b>
American Indian or Alaskan Native	1	198.0		1	213.0		43	15.0	
Hispanic or Latino	5	214.0	12.2	71	216.6	8.6	67	2.6	
Multi-ethnic	4	223.3	9.9	98	226.0	9.9	98	2.8	
White	11	222.3	8.1	98	223.8	12.8	95	1.5	
<b>8</b>	<b>23</b>	<b>210.0</b>	<b>14.6</b>	<b>25</b>	<b>218.2</b>	<b>13.7</b>	<b>62</b>	<b>8.2</b>	<b>1.5</b>
Asian	2	228.0	8.5	99	228.5	9.2	97	0.5	
Hispanic or Latino	11	202.0	16.1	2	214.3	16.1	39	12.3	
White	10	215.1	6.6	57	220.4	10.7	74	5.3	

In fact, not only is growth universal, but it is worth noting, that the growth rate for our numerically significant subgroup, Hispanic learners, in 9 out of 10 instances, they are experiencing *greater* academic gains than their white counterparts, and that in 8 out of 10 instances, the Hispanic student growth rate is frequently *higher* than the mean for the grade level. In the tables above, this is evident by comparing groups' performance in the "Observed Growth" column.

The next three tables show NWEA MAP student achievement data in Mathematics, Reading, and Language Usage disaggregated by special populations. This includes English Learners, Special Education, Section 504, Free or Reduced Lunch, and "Talented and Gifted." All of these subgroups possess special learning needs. Comparing the Mean RIT from Winter 2014 to the Mean RIT from Winter 2015 illustrates improved outcomes for all subgroups.

# Sycamore Valley Academy

## Mathematics

		Comparison Periods							
		Winter 2015			Winter 2016			Growth	
Grade (Winter 2016)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K		Statistics cannot be aggregated							
1		Statistics cannot be aggregated							
2		Statistics cannot be aggregated							
English Language Learner (ELL)	1	183.0		94	185.0		41	2.0	
Free and Reduced Lunch (FRL)	8	161.4	11.5	2	178.9	10.1	10	17.5	
Special Education (SPED)	1	147.0		1	156.0		1	9.0	
3		Statistics cannot be aggregated							
English Language Learner (ELL)	1	191.0		78	206.0		90	15.0	
Free and Reduced Lunch (FRL)	10	182.2	16.4	24	198.8	8.8	54	16.6	
Section 504	2	187.0	17.0	54	203.5	6.4	81	16.5	
Special Education (SPED)	1	194.0		90	202.0		73	8.0	
4		Statistics cannot be aggregated							
English Language Learner (ELL)	2	184.5	0.7	1	191.0	1.4	1	6.5	
Free and Reduced Lunch (FRL)	8	188.4	8.3	5	198.6	7.0	6	10.3	
Section 504	1	195.0		30	205.0		29	10.0	
Special Education (SPED)	1	184.0		1	195.0		2	11.0	
5		Statistics cannot be aggregated							
English Language Learner (ELL)	2	189.5	9.2	1	202.5	3.5	3	13.0	
Free and Reduced Lunch (FRL)	12	198.2	19.0	5	207.8	14.3	11	9.6	
Section 504	2	204.5	6.4	26	207.0	8.5	9	2.5	
Special Education (SPED)	2	195.5	16.3	2	205.5	10.6	6	10.0	
6		Statistics cannot be aggregated							
Free and Reduced Lunch (FRL)	7	204.4	30.1	5	208.3	27.4	4	3.9	
Special Education (SPED)	3	188.0	31.6	1	194.3	11.6	1	6.3	
Talented and Gifted (TAG)	6	221.5	14.2	71	223.8	13.5	59	2.3	
7		Statistics cannot be aggregated							
Free and Reduced Lunch (FRL)	9	217.8	14.8	29	228.3	9.7	61	10.6	
Talented and Gifted (TAG)	9	234.6	6.5	95	240.4	7.3	96	5.9	
8		Statistics cannot be aggregated							
English Language Learner (ELL)	1	194.0		1	213.0		4	19.0	
Free and Reduced Lunch (FRL)	15	212.4	22.1	4	227.4	13.9	42	15.0	
Special Education (SPED)	3	200.3	19.9	1	214.3	13.3	5	14.0	
Talented and Gifted (TAG)	3	225.7	20.3	48	243.7	12.7	94	18.0	



# Sycamore Valley Academy

## Reading

		Comparison Periods							
		Winter 2015			Winter 2016			Growth	
Grade (Winter 2016)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K		Statistics cannot be aggregated							
1		Statistics cannot be aggregated							
2		Statistics cannot be aggregated							
3		Statistics cannot be aggregated							
English Language Learner (ELL)	1	185.0		55	186.0		7	1.0	
Free and Reduced Lunch (FRL)	7	189.0	17.0	77	196.3	15.2	54	7.3	
Section 504	1	181.0		31	186.0		7	5.0	
Special Education (SPED)	1	172.0		3	192.0		29	20.0	
4		Statistics cannot be aggregated							
English Language Learner (ELL)	2	168.5	6.4	1	193.0	7.1	5	24.5	
Free and Reduced Lunch (FRL)	8	181.8	18.0	2	197.5	14.9	17	15.8	
5		Statistics cannot be aggregated							
English Language Learner (ELL)	2	200.5	9.2	32	204.0	8.5	18	3.5	
Free and Reduced Lunch (FRL)	11	204.0	17.2	53	214.2	10.9	76	10.2	
Section 504	2	203.0	14.1	46	215.0	9.9	80	12.0	
Special Education (SPED)	2	187.5	3.5	1	174.5	6.4	1	-13.0	
6		Statistics cannot be aggregated							
Free and Reduced Lunch (FRL)	7	199.9	29.1	6	201.6	28.7	2	1.7	
Special Education (SPED)	3	184.3	28.9	1	183.3	11.6	1	-1.0	
Talented and Gifted (TAG)	6	213.5	15.3	72	218.3	22.5	74	4.8	
7		Statistics cannot be aggregated							
Free and Reduced Lunch (FRL)	10	217.0	14.1	67	220.3	8.7	70	3.3	
Talented and Gifted (TAG)	10	225.6	12.8	96	231.1	10.8	98	5.5	
8		Statistics cannot be aggregated							
English Language Learner (ELL)	1	180.0		1	211.0		14	31.0	
Free and Reduced Lunch (FRL)	13	204.8	21.0	3	220.8	12.7	59	16.0	
Special Education (SPED)	2	178.0	22.6	1	200.5	9.2	1	22.5	
Talented and Gifted (TAG)	3	219.7	5.0	66	232.0	2.0	96	12.3	

# Sycamore Valley Academy

## Language Usage

		Comparison Periods						
		Winter 2015			Winter 2016			Growth
Grade (Winter 2016)	Growth Count±	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth Observed Growth SE
K		Statistics cannot be aggregated						
1		Statistics cannot be aggregated						
2		Statistics cannot be aggregated						
3		Statistics cannot be aggregated						
English Language Learner (ELL)	1	190.0		78	182.0		1	-8.0
Free and Reduced Lunch (FRL)	8	183.4	18.7	41	191.0	16.4	17	7.6
Section 504	1	194.0		91	203.0		84	9.0
Special Education (SPED)	1	176.0		9	194.0		32	18.0
4		Statistics cannot be aggregated						
English Language Learner (ELL)	2	179.5	10.6	1	193.0	1.4	3	13.5
Free and Reduced Lunch (FRL)	7	189.3	12.6	11	200.1	8.6	23	10.9
Section 504	1	190.0		13	202.0		34	12.0
Special Education (SPED)	1	155.0		1	169.0		1	14.0
5		Statistics cannot be aggregated						
English Language Learner (ELL)	2	194.5	13.4	5	196.0	8.5	1	1.5
Free and Reduced Lunch (FRL)	12	203.9	14.0	47	206.8	17.9	30	2.8
Section 504	2	214.0	5.7	95	214.5	6.4	81	0.5
Special Education (SPED)	2	194.5	17.7	5	196.0	29.7	1	1.5
6		Statistics cannot be aggregated						
Free and Reduced Lunch (FRL)	7	200.4	25.7	5	207.6	23.2	14	7.1
Special Education (SPED)	2	179.5	19.1	1	186.5	14.8	1	7.0
Talented and Gifted (TAG)	6	216.8	11.4	90	222.0	12.2	92	5.2
7		Statistics cannot be aggregated						
Free and Reduced Lunch (FRL)	10	219.4	8.5	83	222.1	6.9	83	2.7
Talented and Gifted (TAG)	11	226.8	5.9	99	231.0	6.8	99	4.2
8		Statistics cannot be aggregated						
English Language Learner (ELL)	1	197.0		1	203.0		1	6.0
Free and Reduced Lunch (FRL)	15	209.9	16.4	13	220.1	12.9	62	10.1
Section 504	1	211.0		17	219.0		56	8.0
Special Education (SPED)	3	194.0	23.1	1	208.7	21.4	8	14.7
Talented and Gifted (TAG)	3	219.3	9.5	68	226.0	3.6	88	6.7

Another piece of contextual information helps us further interpret these tables. SVA enrollment trends affect the way we interpret data. Knowing which grade levels contain higher proportions of students who have been with us less than a year (“new” students) helps us imagine what future years might look like.

% of new, test-taking students by grade level in Fall 2015:

3<sup>rd</sup>- 16%

4<sup>th</sup>- 32%

5<sup>th</sup>- 28%

6<sup>th</sup>- 33%

7<sup>th</sup>- 19%

8<sup>th</sup>- 14%

Over our first charter term, we have learned that families’ motivation to choose our option varies, and generally speaking, parents who choose us for their K-4<sup>th</sup> grade student are primarily motivated by excitement about our instructional model, whereas families who choose to transfer their 5<sup>th</sup>-8<sup>th</sup> grade student to our school have been primarily motivated by feeling underserved in relation to their learner’s needs. These families describe negative experiences at their public school of residence as the cause of their inquiry into options and eventual transfer to SVA. These parents/guardians considered the challenges associated with transferring to a new school (making new friends, establishing relationships with staff) to be lesser than the challenges they would face if their child was to stay in their public school of residence. This general trend was the case in 2015. As we got to know them, many of our new 5<sup>th</sup>/6<sup>th</sup> grade students in 2015 arrived at SVA in need of extra supports or interventions. By the end of the 2015-16 school year, our school-wide proportion of students within Special Education or 504 (identified as having learning disabilities) grew by three percent over the prior year, and much of this is attributable to new students within 5<sup>th</sup>/6<sup>th</sup> grade.

As the list above indicates, in Fall of 2015, we opened a new 5<sup>th</sup>/6<sup>th</sup> grade multi-age classroom, resulting in roughly one-third of our 5<sup>th</sup>/6<sup>th</sup> grade students being new to SVA. While these students’ challenges are evident in the fact that their growth generally lags behind the other grades (3<sup>rd</sup>/4<sup>th</sup> or 7<sup>th</sup>/8<sup>th</sup>), 2015 achievement scores of 5<sup>th</sup> and 6<sup>th</sup> graders were *still* higher than 2014 achievement scores of 5<sup>th</sup> and 6<sup>th</sup> grades, indicating our school systems and methods of delivering instruction are sound, appropriate to learner’s varied needs, robust, and getting better with time.

Taken with the understanding above, considering the proportion of students who have been taught according to our model longer versus those that just joined our school, the grade level trends corroborate that the longer a student experiences the model, the more their learning accelerates. This is particularly promising for the future, and suggests that now that we have hit full enrollment, and the vast majority of students are returning year to year, our data will become more attributable to purely our efforts and fewer inherited challenges will cloud our data. Early indications point to the effectiveness of our practices, and also to their multiplicative effect when a student stays with us longer.

Our CMO is committed to student growth and to ensuring that growth rates are only accelerated by our work and never hindered. It is pleasing to see that success is universal at our school. All students, including our most vulnerable subpopulations, are steadily learning more each year as our staff grows in its capacity to deliver our unique instructional model. Improved outcomes year over year suggests improved services were provided, and combined with the organizational restructure and the new resources this will entail for staff, the data substantiates the inference that the charter schools within The Academies will be high quality.

Our quantitative internal data demonstrates that our instructional model is effective at “closing the achievement gap,” that is, reducing the distance between the performance of historically underserved minority groups from that of white pupils and reducing the impact of poverty on student outcomes, even while *all* groups grow and improve. We believe our success with these vulnerable subgroups can be attributed to the richness of our program and its design, as articulated in our Instructional Framework and the “Educational Philosophy and Instructional Program” sections of this charter. We further believe that the closing of the achievement gap at Sycamore Valley Academy validates that our work is aligned to the needs of the students we serve and the populations we have in mind to target, as articulated in the “Students to be Served- Target Populations” section of this charter. Last, we believe our success points to the need for all public schools to provide similar consideration to the needs of the Gifted, not only for the sake of the Gifted, but for the myriad benefits such a program design can provide to all pupils and to those populations who comprise “the achievement gap.”

### **Other Financial and Operational Success (2012-2017)**

Due to tremendous community support and demand for our option, we were able to hit full enrollment (grow to planned site capacity) more rapidly than planned in our initial charter (in 2011). The 2016-17 school year was initially planned to be at 350 enrollment, with 2017-18 showing the full realization of the school size and grade level breakdown. However, we attained our 378 enrollment a year early. The table below shows enrollment growth during our first term.

	2012-13 (year 1)	2013-14 (year 2)	2014-15 (year 3)	2015-16 (year 4)	2016-17 (year 5)
Grade Levels Served	K-7	TK-8	TK-8	K-8	K-8
Enrollment	127	227	297	350	378
% Growth over Prior Year	100	79	31	18	8
Approximate # pupils on wait list at any given moment that year	150	110	105	115	140

Enrollment is an indicator of both the quality of our option and our ability to communicate what we offer to help parents make help them make an informed choice. Our ability to grow was also a direct result of the cooperation and positive working relationship we enjoy with Visalia Unified. We were colocated on the campus with Veva Blunt in 2012-13, and then moved to our own campus in 2013-14 and have occupied and maintained that site according to a multi-year Facility Use Agreement. Through nearly annual construction projects, we have never had a formal dispute with Visalia Unified.

In addition, managing charter school finances through the state’s deferral schedule in 2012-13, and through such steep growth in years after that, came with challenges. Except when the pupils represent the opening of a new grade level, public schools do not receive ADA for newly enrolled pupils until midyear. While expenses to serve these pupils begins with the first day of school (staffing, facility,

materials, etc.), revenue to pay those bills arrives months later. Our ability to manage cash flow gaps due to deferrals (40% of our revenue arrived after the close of the 2012-13 fiscal year) and due to the years of significant enrollment growth demonstrates that we are resourceful managers. SVA not only mitigated these challenges successfully, but also demonstrates strong financial standing in general after weathering them.

All indicators of a charter school's financial health are positive: we have a strong cash reserve, have come through three clean external audits with no findings to date, have spent our funds responsibly and provided appropriate resources to students and teachers, and are positioning ourselves for further growth and expansion. Our enrollment growth and strength of our waitlist is another financial indicator: we have kept classes full in all years and our waitlist ensures financial stability.

In addition, we successfully managed and spent our federal Public Charter Schools Grant Program (PCSGP) start up funds according to the restrictions of the grant, and completed all of its compliance reporting. We used these funds to purchase professional development and instructional materials and furnishings for our school, investments that continue to benefit SVA. During the period of grant funding, the grant parameters changed and it became a reimbursable grant. This meant we had to spend the money first, then bill the state for reimbursement, and caused new cash flow strains. We were able to secure the financing we needed to access these grant funds and overcome that challenge.

As part of the PCSGP grant requirements, external third-party programmatic auditors from Charter Schools Development Center evaluated our school. This occurred in 2013-14, year two. They spent several days on campus, reviewed policies and procedures, interviewed cross-sections of stakeholders and members of our community in varied roles. Their "School Quality Review Report" was submitted to VUSD in full within our "Annual Programmatic Audit" report on September 1, 2014. We were pleased that they objectively evaluated us to be implementing program in a manner consistent with our charter, and their suggestions for areas to improve have been addressed in subsequent years. We met all of their evaluative benchmarks, and exceeded their expectations for "implementing the instructional program outlined in its mission statement and its charter."

Consistent with our intentions from the start, Sycamore Valley Academy has been a resource in our community as well. Beginning in 2015, our school has hosted professional development for local educators in an annual event, "Excellence or Bust!" In 2015, it was a half-day event and hosted roughly 20 attendees. In 2016, we offered two half days and hosted 42. At both, we gave presentations about two practices we employ and espouse, and wish to see grow in prevalence: our use of "Gifted education for all" and our use of Restorative Justice. We also gave visitors a menu of classroom visitation options across all grade levels and opened up our campus for their observation. 90% of attendees said it was worth their time, and narrative feedback from attendees in 2016 indicated the event was impactful. We are excited to be sowing the seeds of greater systemic change through "Excellence or Bust!" and other engagement activities with the education community.

Sycamore Valley Academy has been the recipient of awards during our first charter term as well. In 2015, our "Be the Change" service-learning elective open to 5<sup>th</sup>- 8<sup>th</sup> graders competed in the TCOE Step Up Youth Challenge (sponsored by the Gang Prevention Task Force). Their significant project of connecting with seniors in a retirement home earned them the "Sustainability Award" and a five thousand dollar grant to seed future projects. In addition, in 2015, only three schools in the state were awarded the California Association for the Gifted "5 Star School" award and Sycamore Valley Academy

was one of these. Most recently, Sycamore Valley Academy was recognized as a “California Department of Education Gold Ribbon School.” This award was given for our model program practice of providing “Gifted Education for all.”

While launching an autonomous charter school is challenging work, the team at Sycamore Valley Academy has done an exceptional job. During our first charter term, our students are learning and growing, our staff is improving in their effectiveness and implementation of the unique program, our finances are stable and management skill is substantial. We have many reasons to expect continued and increased success in the future.

## **ELEMENT A – EDUCATIONAL PHILOSOPHY AND INSTRUCTIONAL PROGRAM**

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

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

All schools in The Academies CMO share in the same Vision, Mission, and Motto and provide like programming to pupils on their school sites.

### **Vision**

A new vision statement was created through the strategic planning process in 2015 to express our commitment to access and inclusion, and our desire to create change in our community:

The Academies’ charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

### **Mission**

Our mission statement has not changed since the original 2011 Sycamore Valley Academy charter:

The mission of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

## Motto

The Motto for The Academies also remains consistent since the original 2011 Sycamore Valley Academy charter:

*Accelerating Academics in an Enriching Environment*

The schools in our CMO believe that providing an enriched curricular and instructional experience to children causes academic learning to accelerate. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto reflects a recognition of our staff's responsibility to provide an enriching environment so *that* academics can accelerate.

## Students to be Served – Target Student Populations

The Charter School will serve an academically, ethnically, and socioeconomically diverse student population, similar to the student population of the District in which it is situated. The following tables provide an overview of student demographics in VUSD compared with SVA over the first charter term (EdData, 2016).

	YEAR ONE 2012-13 127 enrolled		YEAR TWO 2013-14 227 enrollment		YEAR THREE 2014-15 297 enrollment		YEAR FOUR 2015-16 350 enrollment	
	2012-13 SVA	2012-13 VUSD	2013-14 SVA	2013-14 VUSD	2014-15 SVA	2014-15 VUSD	2015-16 SVA	2015-16 VUSD
FRL	18%	64%	28%	65%	30%	NA	37%	NA
Hispanic	30%	64%	36%	65%	33%	65%	36%	NA
Black	1%	2%	2%	2%	2%	2%	1%	NA
Asian	1%	5%	3%	5%	4%	4%	3%	NA
ELL	1%	16%	3%	16%	4%	15%	5%	NA
SpEd	7%	9%	5%	8%	5%	8%	8%	NA
504	1%	NA	2%	NA	2%	NA	2%	NA

In accordance with Education Code Section 47605(d), we will not discriminate against pupils based upon protected classes. Families will enroll their children by free choice, after deciding that the unique environment of our program is right for their learner(s).

The Charter School embraces the wonderful learning opportunities inherent in a diverse student population. By law, we are required to describe the means by which the Charter School will enroll a student population whose racial and ethnic balance reflects that of the general population residing in the geographic boundaries of the District. When the Charter School resembles Visalia Unified School District's demographic proportionality, we will know we have enabled our community to overcome challenges of access. However, we understand diversity as broader than simply these numbers. While we are situated in this local context, we envision a school community that embraces diversity which is not limited to these categories. For example, it has been our experience in the first years of SVA that our student population may differ from VUSD's, but contains subpopulations that bring with them special challenges, unique needs/perspectives, as well as assets and contributions that these tables

belie. In SVA's history, these include (but are not limited to) children of adoptive families, students from families with varying household/family structures, students of varied gender identities, students who have lived in other countries or have immigrated to the United States, and students from varied religious/nonreligious backgrounds. Academically, the Charter School will include a range of K-8 students, including high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support. Though the state does not require demographic reporting to include schools'/districts' gifted learners, this subpopulation also contributes to a diverse academic environment. (For further discussion of how the Charter School will attempt to achieve a racial/ethnic balance reflective of the general population residing in the District, see Section VI, Admissions, "Community Diversity and Outreach.")

While recognizing the full range of students who will attend, the Charter School has a distinct aim to meet the needs of a currently underserved population, the gifted and talented children of the Visalia area in grades K-8. The attributes, strengths, vulnerabilities, and needs of this target population have served as the basis for the research and formulation of our educational program.

We employ a broad definition of giftedness and recognize that giftedness is not defined as achievement, but rather developmental advancement, curiosity, and creativity (Silverman, 2007). The Charter School also recognizes the definition in Education Code Sections 52201 and 52202.

*"The current definition, which is located in the Elementary and Secondary Education Act, is students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities" (National Association for Gifted Children, 2016).*

The Charter School's guiding philosophy, program features, and instructional practices are distinct from other public and private schools in the area. We believe our school model provides the kinds of "services and activities not ordinarily provided" by the schools as intended by the Elementary and Secondary Education Act, since they are consistent with research about the best practices in gifted education and are likely to nurture gifted learners to "fully develop [their] capabilities."

While the Charter School's curriculum and educational program has been designed with the needs of gifted students in mind, we firmly believe that *all* students will be well-served by our program. We further believe that this model is particularly needed in economically disadvantaged households, and for those populations that have been historically underserved. "Intellectual and creative talent cannot survive educational neglect and apathy. This loss is particularly evident in the minority groups who have, in both social and educational environments, every configuration calculated to stifle potential talent." (Marland, 1971).

### **Enrollment Projection**

We intend to maintain an enrollment of approximately 378 students each year, but retain the right to grow in response to community demand, in accordance with Education Code Section 47605(d)(2)(C).

The Charter School will comply with minimum age limits as set forth in law. In addition, we seek to work with the District to create a strong transitional program to the District's high schools to keep families in the public school system and ensure students' continued success.



Momentum in California's charter movement builds each year as parents choose the charter public school option in ever greater numbers. Despite this growth, there is still an overwhelming unmet demand for quality school options in California. Recent estimates released by the California Charter Schools Association ("CCSA") show that about 158,000 students are on waitlists to attend California charter schools.


Evidence over the past five years argues that the public has never been more supportive of charter public schools than they are right now based on increasingly high parent demand, growth in charter school enrollment, and statewide polling data. This growth in support has occurred during a period when charter public schools have strengthened their performance, especially with historically underserved students. (California Charter Schools Association, 2015)

The Visalia community is also demonstrating its support of alternative models of education. Sycamore Valley Academy has maintained a wait list averaging about 124 students per year during its first charter term. We are excited to offer the District a proactive, high quality response to the growing demand for options locally.

### **Aligning the Instructional Design to the Target Populations**

There are two populations that charter schools within The Academies CMO are particularly suited to serve: the gifted and talented student, and the student from a low-income household. We believe both populations are vulnerable and at-risk, and we are grateful for the opportunity to respond to these needs in our community.

There is a misguided belief that gifted learners can maintain their abilities even when classroom instruction is restricted to the use of grade level concepts and materials. [However,] when no modification is made to meet learning needs, many parents, teachers, administrators, and educational decision makers, are placing vast numbers of children at risk. Current educational provisions and practices are placing many populations of gifted children at risk of losing their intellectual heritage by inhibiting their unique personal growth. Among those populations [at greatest risk] are children who are gifted and within the culture of poverty; gifted and physically or learning disabled; highly and profoundly gifted; and gifted learners in the regular classroom. (California Association for the Gifted, 2004)

<div>  </div>	
INSTRUCTIONAL FRAMEWORK	
Learning Outcomes	
Inquisitive, critical thinkers Confident leaders in the 21st century world Virtuous, courageous, and intelligent individuals Creative and effective problem-solvers Self-motivated, competent, life-long learners Empowered, able citizens in a democratic society	
Guiding Principles for Instruction	Instructional Practices
1- Multi-age grouping 2- Differentiation 3- Project-based learning (“PBL”) 4- Gifted education for all students 5- Development of scholarly habits of mind 6- Enriched curriculum 7- Social and emotional learning (“SEL”) 8- Authentic assessment and mastery orientation 9- Collaboration in the whole school community	<ul style="list-style-type: none"> <li>• Process of inquiry, discovery, application, and reflection</li> <li>• Questioning, modeling, discussing, collaborative grouping</li> <li>• Small group and individual differentiated instruction</li> <li>• Essential questions</li> <li>• Democratic environment</li> <li>• Flexible pacing of standards in response to student need</li> <li>• Arts/music and foreign language instruction</li> <li>• Social and emotional instruction and support services</li> <li>• Explicit instruction in and encouragement of growth mindset</li> <li>• Portfolios, performance-based assessments</li> <li>• Meaningful involvement of parents/families</li> <li>• Collaboration among teachers</li> </ul>
Philosophy of Education	
Constructivist/ Progressive Education	

The charter schools within The Academies open opportunities for the families of gifted learners in our community by providing an educational program that promises the full development of their child(ren). We nurture the strengths of our student population (e.g., intellectual curiosity, divergent thinking, accelerated mastery of content, philosophical inquiry/wonder, desire for deeper and/or broader learning opportunities) and also support and develop those weaknesses that may be present in our student population (e.g., underachievement and social-emotional needs).

Research indicates that the source of social-emotional conflict gifted children face in school is “not something inherent in the traits of gifted children, but rather in the *interplay* between the individual and his or her surroundings.” (Coleman and Cross, 2005) This means the structures and opportunities at school, and the degree to which they are compatible with students’ needs, have a significant effect on children’s social and emotional well-being. Cognizant of this, our school is structured to honor “the child as a person, and continues with providing the best in academic, social, and emotional growth, and talent development.” (Robinson, Shore, and Enersen, 2007)

With this role of the school in mind, the founders of Sycamore Valley Academy designed an Instructional Framework that persists to this day, and is now proposed for all charter schools within The Academies CMO. First, we established the learning outcomes we expect our students to develop, descriptors of what an SVA graduate would be like as a result of experiencing his or her K-8 education in our school, attributes we believe appropriately prepare children for the 21<sup>st</sup> century world. Working backwards from this, we developed our philosophy of learning, established our guiding principles for instruction, and deduced our instructional practices. Through the careful construction of this instructional framework, we are confident our students will achieve these outcomes.

It is because The Academies is committed to the principle of free and appropriate public education for all, and to serving the needs of our particular community, that we offer a program that meets the needs of the gifted and talented population. Such services are otherwise absent in our community. We are proud to offer our community a needed service and provide a hub for continued advocacy and resources. The National Association for the Gifted indicates 10% of the population is gifted; The Academies argues 10% of our children is too much to forfeit.

Educators have a moral imperative to do our best to reach the individual needs of each child. This is because we recognize children's individual value, and would consider it unethical to squander the potential of any. How much less conscionable is it, then, to recognize a statistically significant student population with identified vulnerabilities/needs, as well as established best practices that reliably support them, but to choose not to provide these, as a system? California's transition to the Local Control Funding Formula (LCFF) in 2013-14 removed categorical Gifted and Talented Education ("GATE") funding, under the presumption that our schools would continue to offer gifted programming via the flexibility of LCFF and the accountability of the Local Control Accountability Plan ("LCAP"). This dynamic, however, removed any state level push to encourage schools to run, let alone expand, gifted and talented programming.

Instead districts and charter schools which include the gifted in their LCAP are few across the state, according to the California Association for the Gifted. Because no other reporting to the State is required for this subpopulation, LCAP's are the only opportunity to glimpse inside these districts and schools to see if programming exists for their gifted. Further, the State is in a period of ambiguity with regard to the expired Academic Performance Index, but there are no signs that the Gifted will be a subpopulation that schools and districts must flag and report on (or monitor the progress of), though disaggregation of data is provided for Special Education-qualifying disability groups, ethnic groups, students qualifying for Free or Reduced Price Meals (low income), parent education level, or English Learner status. There is no mandate from the federal government either: the recently passed federal Every Student Succeeds Act ("ESSA") indicates schools "may" use their funding to serve the Gifted, punting the choice to the local level again. While the State's move to the California Assessment of Student Performance and Progress ("CAASPP") and computer-adaptive tests suggests more of a growth approach to learning, which would help to make the needs of the gifted more visible than the target-hitting Standardized Testing and Reporting ("STAR") of the past, it is nevertheless expected that the gifted will be forgotten in any kind of meaningful way state-wide, since their service does not appear to impact the financial or the academic bottom line directly.

It is in this context that The Academies models an alternative approach, and posits the position that neglecting to identify and address the needs of the 10% of the student population who are gifted is neither financially nor academically benign. Our charter schools illustrate that from an instructional

framework designed with the Gifted in mind, student-responsive, 21<sup>st</sup> century learning follows. Sycamore Valley Academy applies accommodations typically provided to the Gifted learner universally, and this directly benefits enrolled children and families immediately, while also contributing to a more equitable community in the long term. (Appendix G, “Differentiation at The Academies,” contains a graphic organizer that illustrates how instruction within our school(s) is adjusted to provide Gifted accommodations to all, while other tools for differentiation are provided on an as-needed basis.)

We believe that failing to appropriately serve the Gifted contributes to the perpetuation of existing inequitable economic opportunity within our community and within our State. Having the LCAP as the only opportunity to capture schools’ and districts’ provision of Gifted programming, a document whose composition is driven by stakeholder engagement and community input, means a community’s access to curricular and instructional experiences appropriate for Gifted learners is dependent on the advocacy efforts of its constituents and/or the wisdom or sensitivity of its leaders alone. Regions with disempowered or under-educated parent populations are likely, then, to lack Gifted programming, while regions with a high parent education level and higher incomes are likely to offer Gifted programming for their children.

Tulare County is predictably lacking. According to the Tulare County Office of Education, there are currently no districts in our county identifying Gifted learners. VUSD discontinued its identification practice (“universal screening” of third graders) in 2013, the same year the GATE categorical funding ended. Likewise, there are currently no districts in Tulare County providing services designed for the Gifted. The District’s K-6 programming was most recently variant at best, with some campuses hosting after-school drama programs or other activities at the end of the school day, while other campuses appeared to offer nothing at all. According to the VUSD’s (most recent) 2009 GATE Survey, teachers expressed a need for more support services in accommodating Gifted learners, more training regarding the characteristics of Gifted learners and their related social and emotional basis, and more staff development to incorporate techniques to support learning in their classrooms. In short, even when the District had been receiving and spending GATE categorical funding, the vast majority of District teachers indicated they were not prepared to differentiate instruction or access support for the Gifted learners in Visalia classrooms.

Since inception, we have envisioned Sycamore Valley Academy’s instructional design as a direct response to this void, as well as many of our region’s most pressing education-related problems. See Appendix H to view a document shared with the District during initial charter development (in February of 2011), “How SVA Will Benefit Students, the District, and the Community.”

Recent reports indicate the Visalia-Porterville metropolitan area is the second least educated in the entire United States (Dill, 2015). With Bakersfield in third place, Modesto in seventh, and Fresno in tenth place for least educated metro areas in the US, this makes our Central Valley a perilous and tenuous place to be a child when it comes to accessing the American dream and economic and personal opportunity. We continue to envision a community that benefits from The Academies and its schools’ solutions to these persisting challenges.

We further believe that since our initial chartering, the loss of categorical GATE funding and reliance upon the LCAP process, combined with the continued lack of State accountability for the Gifted within academic performance accounting, has increased the vulnerability of our target population. While we anticipated that our instructional approach would be effective with all learners as we developed

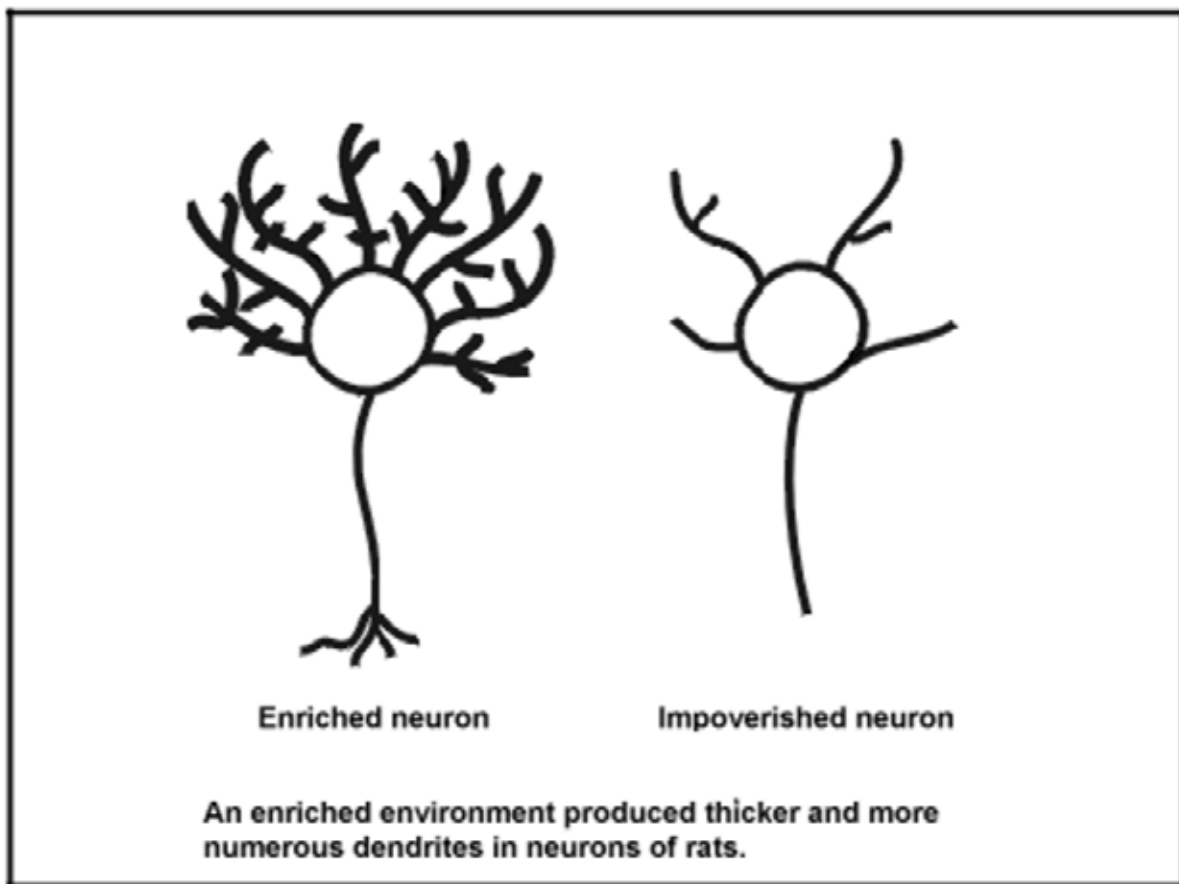
Sycamore Valley Academy's initial charter, it has become apparent through our initial charter term that our design and methods are especially vital not only for the gifted learner (who could not otherwise access such services locally) but also for the learner who comes from a low-income household (whose home life may include exposure to risk-factors affecting one's ability to learn). Finally, we believe providing "gifted education for all" is a cost-effective way to both meet the needs of this 10% while enriching the experience of the remaining 90%, developing the latent talent within all students, and that this approach contributes to a more economically just community.

It is widely accepted that high quality education is one of the best weapons against poverty, and provides the conditions in which economic opportunity, or social mobility, is possible. No system can rightfully claim to be high quality when it ignores 10% of its constituents. Regions that lack gifted programming are consistently under-serving their 10% of the population who are Gifted (a racially, ethnically, and economically diverse group), but the lack of programming is disproportionately impactful to those children who are both gifted and poor. "This consistent lack of investment in gifted kids for decades has created a deep divide between the educational, occupational, and leadership attainment of low-income and high-income students... This has significant implications not only for the well-being of these disadvantaged students, but also for societal innovation and even America's GDP" (Wai & Worell, 2016).

We believe the low-income students are a subpopulation also at-risk, and one that is particularly well-served by a "gifted education for all" approach. Students from low income households are at-risk of losing their range of opportunities within American society, and in danger of becoming unable to access a middle class lifestyle/culture.

Although childhood is generally considered to be a time of joyful, carefree exploration, children living in poverty tend to spend less time finding out about the world around them and more time struggling to survive within it. Poor children have fewer and less-supportive networks than their more affluent counterparts do; live in neighborhoods that are lower in social capital; and, as adolescents, are more likely to rely on peers than on adults for social and emotional support. Low socio-economic status children also have fewer cognitive-enrichment opportunities. They have fewer books at home, visit the library less often, and spend considerably more time watching TV than their middle-income counterparts do. (Kumanyika & Grier, 2006 as cited in Jensen, 2009)

Students from poverty are especially reliant upon their public schools to provide "an enriching environment." Recent brain research suggests that our environment not only shapes our culture or perspective, but our environment also contributes to the structural organization of our brains. A lack of stimulation or unhealthful stimulation (whether that lack can be attributed to a disadvantaged home or whether the lack is compounded by a less than whole educational experience) can destroy potential.



(Jensen, 2009)

The “achievement gap,” that is, the reliable trend of vulnerable racial and economic groups consistently performing lower in standardized academic assessments than children with more social and financial advantages, is disturbing to the entire field of education. How to address equity issues for persistently under-performing subpopulations is a perennial topic. Students of color and students from low income households trail behind their white and more affluent counterparts as a group. If we know that families in poverty cannot provide as much enrichment or healthy neural stimulation and intellectual modeling to their children as middle and upper class families can, it makes sense to apply an enriched curricular and instructional experience to these children as a targeted compensation. Children who face the challenges correlated with an impoverished home environment lack social-emotional supports and cognitive-enrichment opportunities. Our instructional program provides these in a very thoughtful manner.

Sycamore Valley Academy students not only enjoy a broad course of study and benefit from academic breadth, but they also experience gifted education teaching tools that are the best practices in intellectual and talent- development. These add depth, complexity, inter-disciplinarity, applicability, and dimensionality to their learning and equip learners to be meaning-makers, independently able to go on learning in the absence of a teacher because they have learned the tools of inquiry and connection-making. As the diagram suggests, an enriched experience primes the brain for further learning; the more one learns, the more one becomes able to learn and make connections.

A study conducted in 2014 by the National Research Center on the Gifted and Talented at the University of Virginia indicated that racial and ethnic representation of students identified in today’s

gifted programming is more consistent with the prevalence of giftedness (6-10%) than the representation of students from poverty identified as gifted. “Notably, underrepresentation of students of poverty in gifted programs was greater than that of Black or Hispanic students. More than 50% of the respondents across school levels reported much lower representation of students of poverty in their gifted programs than the percentage of the subgroup in their district student population. Only 17.8%, 21.4%, and 15.1% of the districts at the elementary, middle, and high school levels, respectively” reported proportionally equivalent representation of pupils in gifted programming from poverty (Callahan, 2014).

The underrepresentation of low-income students within gifted programming nationally points back to the ways in which poverty can disadvantage and mask ability. The California Association for the Gifted (“CAG”) explains:

“Underrepresentation of gifted children from poverty crosses all ethnic and cultural groups. It has been found to be easier to identify gifted students from middle-class homes, regardless of their racial or cultural group, than to identify giftedness of individuals living in homes in poverty. Poverty is not just about money. The culture of poverty involves the extent to which an individual does without resources, not only financial resources but emotional, intellectual, and physical resources; relationships and role models; and innumerable external support systems.” (CAG Position Paper 17, 2007).

“Children living in poverty are not typically offered trips to the museum, aquariums, or concerts. They seldom are given special art classes, private music lessons, or other opportunities that are out of the family’s economic reach. The possible gifts and talents of such children may not be realized. Once inhibited, such abilities will not become evident regardless of the type of testing or assessment used to find them. At home and at school, early intervention, stimulating environments, and enriched educational experiences are essential and provide our best hope.” (CAG Position Paper 7, 2007).

The schools within The Academies, including Sycamore Valley Academy, enthusiastically envision a public school system that no longer ignores the needs of its 10% Gifted population, and that recognizes the value of intellectual and talent-development as a strategy to close the achievement gap, prepare children for the 21<sup>st</sup> century, and contribute to economic opportunity. Our public charter schools model what this looks like in practice and demonstrate, through their student success, the efficacy of such an approach.

Our organization’s “Theory of Change,” which can be found on page 42 of our Strategic Plan (located in Appendix B) details the ways in which our organization engages families, students, instructional staff, and education leaders to realize our Vision. By publishing our theory and making it explicit, we wish to engage in important conversations within the field of education, and to influence others to consider our philosophy and practices for application to their own communities/schools.

But we *also* believe it is only through publishing our theory and making our assumptions explicit that a system can remain sensitive to its continued need for revision. The Academies and its charter schools believe our Instructional Framework has great potential when used within a system designed and functioning as our “Theory of Change” illustrates. But because we are more committed to children than we are wed to our own exciting ideas, and because we understand that the body of knowledge about

learning and brain development as well as pedagogy is continually increasing, we also continually seek best practices and new research that could cause us to adjust, supplement, modify, or eliminate elements of this Theory.

### **What it Means to Be an “Educated Person” in the 21st Century**

The Academies’ and Sycamore Valley Academy’s Learning Outcomes reflect what we believe to be the skills, abilities, dispositions, and attitudes our students will need to succeed in our rapidly changing world. In order to identify our Learning Outcomes, the founding team started by describing the conditions of the world and nation our students will inherit:

- Information (both credible and false) is ubiquitous, easily accessible, and growing exponentially.
- The world is “shrinking” as nations recognize their economic connectedness and technology brings the world closer together.
- Democracy depends on a thoughtful citizenry and capitalism requires a diversity of talent.
- The world’s problems are increasingly complex and will require divergent and creative thinking coupled with cooperative problem-solving.
- The job market increasingly requires higher levels of skill and intellectual agility in a “knowledge economy.”

Aware of these conditions, the team developed the Learning Outcomes, descriptors of what scholars who experience our instructional model for their K-8th grade education will be like as a result of experiencing our pedagogy. They are:

- inquisitive, critical thinkers
- confident leaders in the 21st century world
- virtuous, courageous, and intelligent individuals
- creative and effective problem-solvers
- self-motivated, competent, life-long learners
- empowered, able citizens in a democratic society

The Academies' Instructional Framework (see pg. 38) is aligned to produce individuals who are properly educated for the 21st century economy, with all of the challenges and opportunities it will offer.

### **How Learning Best Occurs**

Sycamore Valley Academy’s philosophy of education is rooted in a fundamental belief that all students can learn, and that every student deserves an educational experience that enables ongoing progress. Sycamore Valley Academy believes a blended pedagogical practice is conducive to our aims and to the best development of our student population, and that this is how learning best occurs. We consciously borrow and merge the best ideas from constructivism and progressive education (including models developed by Dewey, Montessori, and Steiner) with elements of the classical education model in order to support our students’ intellectual curiosity and to make learning relevant and exciting.

Knowledgeable, highly skilled, and empowered teachers are at the helm of the learning process. Such teachers arrive at curricular and instructional decisions by knowing the course content, understanding pedagogy and instruction, and considering the individual needs of students.



Guided by both what the students need to know and who the students are, the SVA teacher chooses how to deliver the content: whether it should be constructed (discovered through inquiry-based methods and teacher guidance/coaching) or instructed (imparted through direct instruction from the teacher).

The philosophical assumption at Sycamore Valley Academy is that it is preferable for students to learn content through constructivist teaching practices, and that this kind of learning environment is more likely to develop higher level thinking skills and yield the kind of meaningful, long-term retention we aim to achieve. This is consistent with both best practices for gifted learners, and the goal of properly educating all students for the 21st century.

The normal school curriculum calls for a 70/30 split between time spent on teaching basic skills and time devoted to higher cognitive learning, such as reasoning, drawing inferences and reaching conclusions. The gifted child seems to need the reverse emphasis. (Ramos, 1975)

By relying heavily on constructivist practices, the Sycamore Valley Academy teacher reverses this typical split, and affords students the opportunity to grapple with more complex thinking tasks regularly. See Appendix I, "Philosophical Basis."

### **The K-8 Learning Environment**

Sycamore Valley Academy offers a site-based program for students in grades K-8. Students will be grouped in the following contained classrooms: Kindergarten ("K"), Grades 1 and 2 ("1/2"), Grades 3 and 4 ("3/4"), Grades 5 and 6 ("5/6"), and the Middle School Program ("7/8").

#### SVA K-6: Kindergarten, 1/2, 3/4, 5/6

Elementary students have a single classroom teacher, but also see other teachers on a rotating schedule for instruction in their foreign language, science, PE, and the arts. Students may also receive deployment instruction in core subjects from other grade level teachers.

#### SVA 7-8: Middle School Program

A distinguishing feature of the Middle School Program is the greater use of subject- specialized teachers. In place of the single classroom teacher, students in grades 7-8 will have departmentalized instruction for the core subject areas of ELA/ history social studies, math, and science. PE, music, and foreign language teachers will continue to be seen on a rotating schedule, similar to the K-6 grades.

The sample schedules in Appendix J give a picture of how a week in the life of a student is experienced across the grade levels. Consistent with our educational philosophy, these schedules encourage the development of the "whole child" and ensure time for individualization.

Sycamore Valley Academy has adopted the K-8 structure because of its many, well-researched academic and social/ emotional benefits. Studies show that students in K-8 schools have "higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participate more in extracurricular activities, demonstrate greater leadership skills, and [are] less likely to be bullied than those following the elementary/middle school track." (Yecke, 2006).

## **Guiding Principles for Instruction/Key Program Features**

Derived from our philosophical assumptions explained above, Sycamore Valley Academy believes the following core features of our program, explained below, are essential to produce our Learning Outcomes, and serve all students well.

1. Multi-age grouping
2. Differentiation
3. Project-based learning (or “PBL”)
4. Gifted education for all students
5. Development of scholarly habits of mind
6. Enriched curriculum
7. Social and emotional learning
8. Authentic assessment and mastery orientation
9. Collaboration in the whole school community

These features allow SVA to offer the community currently unavailable educational options, and will facilitate our success with students. Further discussion of each is found below.

### **1. Multi-age Grouping**

Students will be grouped in K, 1-2, 3-4, and 5-6, in the Elementary Program, and 7-8 in the Middle School Program.

Borrowing from Montessori and Waldorf methods, Sycamore Valley Academy is structured to group students in this manner because of our core philosophical belief that learning should be student-centered and that this model is a highly effective way to educate. It marks a departure from the traditional age-grade lock step system that the vast majority of American schools have implemented since 1843, when the “one-room schoolhouse model” was replaced by “a factory model that was used to classify and manage the increasing need of urban schools...a product of the Industrial Revolution” (Stone, 1997).

Many thinkers are recognizing the arbitrary nature of single-graded learning environments. Sir Ken Robinson, creativity expert, describes how our system has come to be single-graded and our need to rethink this practice: “It's about conformity. It's about batching. We still educate people by age group, for example. Why do we do that? It's because it's a managerial convenience. It's not because it answers to any model of human growth or development. We assume that all the five year olds should be educated together, all the six year olds, all the seven year olds... It's like the most important thing they have in common is their date of manufacture. Well, I know five year olds who are a lot smarter than some twelve year olds, according to what they are doing. It's also about standardization; we all know this.” (Robinson, 2011).

The graded system assumes, “that all children are the same in development and needs; that they can be taught in the same way... and that education is a product, not a process” (Stone, 1997). The graded system is curriculum-centered and efficiency-minded. Even when teachers within graded schools consciously work to create student-centered environments, “the structure of the graded system... hinders continuous, successful progress for all children” (Stone, 1997). Because single-graded environments encourage the use of “the same curricula to teach diverse groups of students, graded

education might neglect some students' needs, especially those of high- and low-achievers." (Song, Spradlin & Plucker, 2009).

In contrast, the multi-age approach assumes:

all children, even children of the same age, are different in their development and needs; that children construct their own knowledge in their own way; that learning should be child-centered, not curriculum-centered; and that education is a process, not a product (Piaget, 1976, Piaget and Inhelder, 1969). Multi-age classrooms also promote social learning-- children learning from each other. (Vygotsky, 1978) (Stone, 1997).

Because these assumptions underlie a multi-age environment, a multi-age school is a natural fit for student-centered and project-based learning.

In sum, the multi-age structure is utilized at Sycamore Valley Academy model because it begins with the assumption of diversity in students, not sameness, and it is compatible with learning outcomes we aim for: producing life-long learners and instilling a mastery orientation.

### **Academic Advantages of Multi-Age Grouping**

Both ends of the achievement spectrum, high-achieving and lower-achieving students, will benefit from this structure at Sycamore Valley Academy, as "age-segregated classrooms are particularly difficult for children whose development differs from the norm" (Pratt, 1986). This is because multi-age classes encourage differentiation. "Teachers of multiage classes are more likely to see their students as diverse as as similar and to provide developmentally appropriate (that is, differentiated) curricula" (Lloyd, 1999).

Multi-age grouping removes the social stigma of being an outlier when students' chronological age and cognitive ability are disparate. The opportunity to progress on a continuum toward mastery without grade-imposed limits will encourage greater motivation and feelings of success. Research indicates that this affective advantage translates to greater achievement for students. "Statistical analysis demonstrated that students from multiage classrooms achieved greater academic outcomes in relation to their abilities and demonstrated greater increases in academic achievement than students of the same and higher abilities from single-age classrooms, [even] when all classrooms employed developmentally appropriate teaching practices" (Kinsey, 2001).

### **Social/Emotional Advantages of Multi-Age Grouping**

There are other, nonacademic benefits to adopting multi-age grouping as well. Multi-age classes are truer to the world outside the formal classroom, where individuals interact with differing age levels constantly. "The general picture that emerges from...studies is one of increased competition and aggression within same- age groups, and increased harmony and nurturance within multi-age groups" (Pratt, 1986). The harmonious culture of the Charter School will likely yield social/emotional benefits for individual students. A healthy school culture-- one of cooperation across ages, grade levels, and other differences-- will positively impact academic achievement as well, since academic success is more likely when students have healthy self-concepts and social self-concepts.

Building on results from a study reporting increased frequencies of prosocial behaviors of students in multi-age classrooms (McClellan & Kinsey, 1999), Kinsey demonstrated that higher

teacher ratings of student prosocial behaviors were significantly related to greater student achievement outcomes on both standardized and report card assessments. (Kinsey, 2001).

In Sycamore Valley Academy classrooms, grade-level peers will stay together with a teacher who remains constant for the duration of the multi-age span so long as the continuance of the relationship is in the best interest for the individual child and the overall class. This model fosters strong teacher-student relationships, a sense of belonging and community, and increases the teacher's sense of responsibility for student growth.

## **2. Differentiation**

Essential to the success of our model is curricular flexibility and student-responsive teaching. Research suggests that effective differentiation:

- 1) Is proactive rather than reactive. Teachers plan multiple routes for students to succeed rather than adapting one-size-fits-all lesson plans when it becomes evident the lessons are not working.
- 2) Uses small, flexible learning groups for instruction. Teachers plan to meet with various groupings of students based on a variety of needs throughout a learning cycle.
- 3) Uses a variety of materials to address learner needs, including materials at a range of reading levels and materials that address various learning modalities.
- 4) Uses flexible pacing to address learner variance. In these classrooms, teachers do not assume that a good day is one in which every student begins and ends a task at the same time.
- 5) Is knowledge-centered. Lessons are based on the teacher's clear understanding of what is essential in the study unit, and the teacher helps each student build his or her own demonstrations of understanding and skill, encompassing the essentials.
- 6) Is learner-centered. Teachers systematically study learner traits to understand what each student brings to the task, what each student needs to succeed with the task, and what the student needs to support his or her success. (Tomlinson, 2005)

In addition to instructional unit/lesson planning to ensure instruction is responsive to student ability, in order to facilitate a degree of personalization for all pupils, Sycamore Valley Academy will begin each year by planning "individual learning plans" ("ILP") for each student. In these ILPs, teachers set goals for students in academic subject areas as well as goals for social/emotional growth. ILP goals will be based on students' prior performance and parent and student input. Progress toward individual learning plan goals will be reported every trimester in progress reports and discussed at parent-teacher conferences. New ILPs will be developed annually.

See Appendix K, "ILP Parent/Guardian Input Form." See also Appendix L, "Sample Report Card."

Teachers will utilize the benefits of multi-age classrooms, reading and writing workshop, and the project-based learning periods in our schedule to differentiate learning opportunities and expectations for students.

## **3. Project Based Learning**

Students at SVA will experience three fully-developed, interdisciplinary projects per school year (one per trimester). Teachers will be trained using the pblCORE model of Project Based Learning, developed by Tulare County Office of Education and based upon the Buck Institute for Education's original PBL concept. Project Based Learning is a structured process designed to support educators in developing

and delivering effective instruction that is focused on building transferable skills that prepare students for college, career, and life.

The pblCORE process is an integrated approach for designing, implementing, assessing, and managing Project Based Learning. All projects include the ten essential characteristics of PBL:

- 1. Real-World Connection:** consideration is given for projects to inform/connect to students' lives
- 2. Critical Knowledge:** common core standards-based objectives are made meaningful to the students
- 3. 21<sup>st</sup> Century Skills:** critical thinking, creativity, collaboration, communication, (the 4 C's) as well as real world problem-solving
- 4. Purposeful Assessment:** formative assessment is built into the process, can include self- and/or peer- assessment, goal-setting and progress-tracking
- 5. Project Deliverables:** learning products have applicability and the student's learning and thinking is embedded in the process of their creation
- 6. Authentic Audience:** significantly improves student motivation to perform to the best of their ability, makes work authentic, helps our school engage the larger community
- 7. Essential Question:** an open-ended and motivating question prompts students to begin with the big idea or complex/situated concepts. The acquisition of the details of the learning or the discreet skills needed to meet learning objectives becomes purposeful as a means to resolve the Essential Question
- 8. Need to Know:** students see the need to gain knowledge in order to answer the driving question, and identify their own questions/gaps in knowledge
- 9. Inquiry Process:** includes a guided research process with multiple and varied resources, requires higher level thinking
- 10. Personalized Learning:** student decision-making or "voice and choice" is provided for within process or product

Additionally, Project Based Learning is widely recognized as responsive to the needs of the 21st century learner. Its design and essential components are informed by the Common Core State Standards ("CCSS"), 21st Century Skills (The Four C's), Webb's Depth of Knowledge, and Daggett's Three R's (Rigor, Relevance, and Relationships). See Appendix M for "PBL-Related Research."

The process of how a well-developed PBL unit unfolds includes having students identify their own "need to know" -- their academic voids, deficiencies, or the questions that would need to be answered in order to achieve the challenge or resolve the driving question. Our PBL units will be designed around CCSS content standards and teachers will employ "backwards design" principles to create projects based on several standards from multiple disciplines (Wiggins and McTighe, 2006). This will allow students to demonstrate mastery of CCSS in context as a part of this powerful and interconnected learning process. Teachers will embed formative assessment and provide the scaffolds for students to demonstrate understanding at high levels that are meaningful to the learner. Teachers strive to meet the student's current skill level and push it a step further, keeping the learning experience within their "zone of proximal development" (Vgotsky, 1978). The required PBL design element of personalized learning ("voice and choice") provides avenues to respond to each child's individual interest or curiosity as it relates to content standards/learning objectives. The culminating event for the unit always involves a public audience, increasing the rigor and relevance of the learning experience and providing multiple opportunities to connect our school with the larger community.

The benefits to PBL are many and varied. These projects will be academically rigorous, inspiring, and highly motivating for students. Projects facilitate the development of self-regulating habits, effective time management, and study skills. Projects allow for individualized pacing and acceleration, and the joy of following one's own questions to the satisfaction of their answers. They promote pride in work, creativity, and critical thinking. Project-based learning will not only encourage meaning-making, but it will also prepare students for the rapidly-changing world they will experience after SVA by giving them the chance to consider and understand the ethical issues associated with the curriculum, and develop a greater conceptual sense for the context of the content. PBL foster the necessary critical thinking skills for SVA students to navigate the complexity of our world's challenges beyond their years at our school. It requires learners to make connections and situate ideas, which requires constant recall, reuse, transfer, and contextualization, and application of information. These tasks are brain-compatible and likely to yield not only better retention, but also higher-level thinking skills. Projects connect across content areas and enable more meaningful learning, thus PBL is a foundational part of SVA's instructional design.

Material can be...quickly dropped or forgotten if more sustained practice does not follow soon. This happens because the material has no further meaning, and thus the need for long-term retention disappears. ...[Therefore] practice that is distributed over longer periods of time sustains meaning and consolidates learnings into long-term storage in a form that will ensure accurate recall and applications in the future. This is the [same] rationale behind the idea of the spiral curriculum, whereby critical information and skills are reviewed at regular intervals within and over several grade levels. ...This method not only helps in retention but reminds students that the learnings will be useful for the future, not just for the time when they were first learned and tested. (Sousa, 2006)

When shared at their conclusion, project presentations afford individuals valuable public-speaking opportunities, while the community of learners benefits from the variety and range in their classmates' work. PBL will engage learners in ways that promote long-term retention of information and that motivate students to want to learn and engage in provided experiences.

#### **4. Gifted Education for All**

Sycamore Valley Academy will use the best practices from gifted education with all learners. The gifted education field has focused on defining the best ways to facilitate talent and intellectual development in young people, and has produced clear results, pointing to effective practices. Because all learners possess talent and intellectual strengths and weaknesses, we will apply these talent and intellectual development strategies and structures broadly; the practices designed to support exceptional learners' growth are, in fact, effective with learners of varying talent and intellectual ability. Our school will cause all learners to grow at their natural pace. We will carefully monitor data to ensure that achievement and school success is universal: those who struggle to meet standards will receive the supports and targeted instruction and interventions to continually grow toward proficiency. Those who are "on grade level" will receive multiple opportunities to practice new skills and apply concepts. And those whose demonstrated ability far outpaces their peers, too, will show continuous growth through supported challenge. Sycamore Valley Academy will show that it is truly possible in our public school system to differentiate instruction to deliver a student-responsive, standards-based education, and deliver appropriate public education to learners across the achievement spectrum.

## **Gifted and Talented Education Standards**

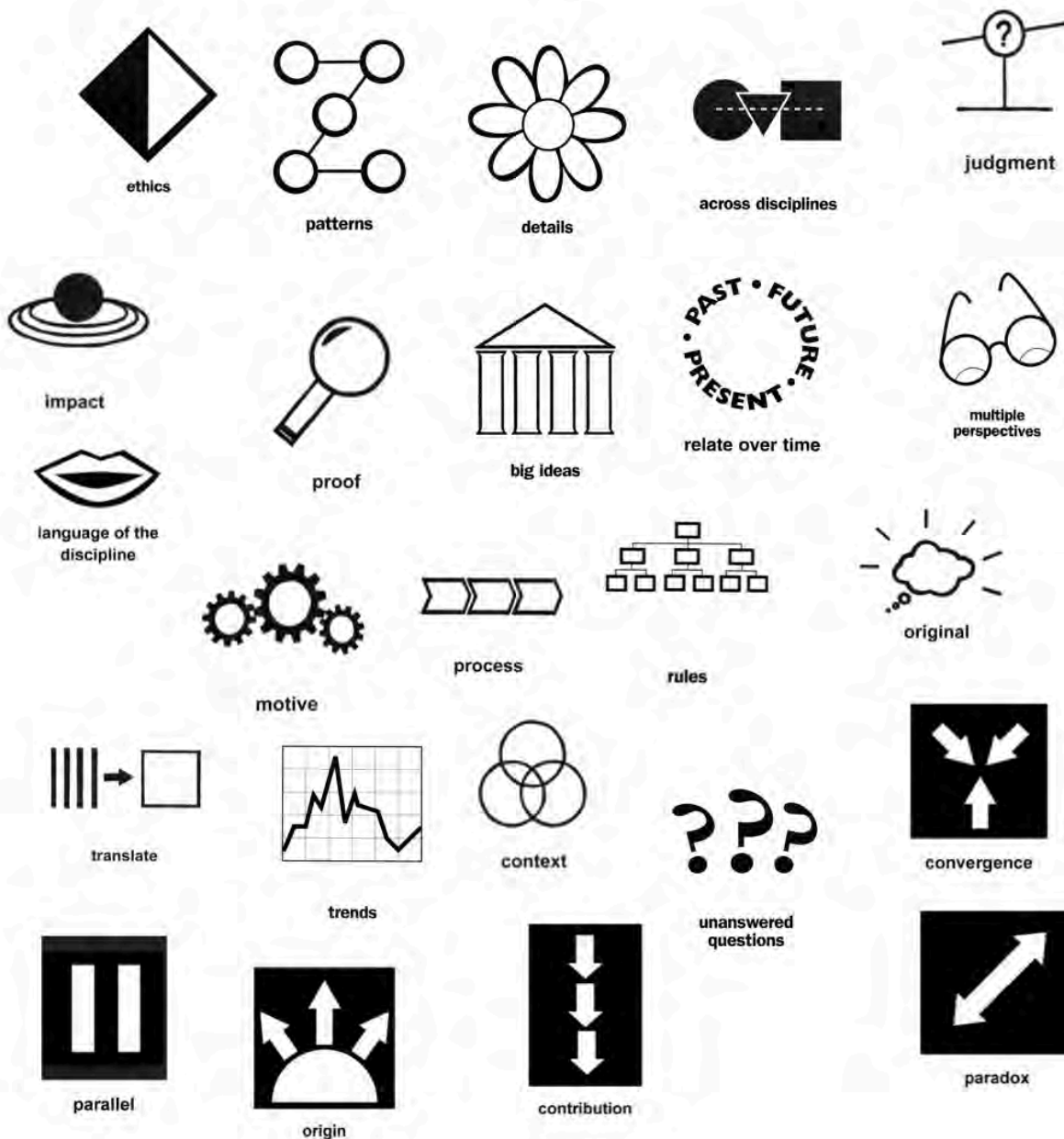
Our school will consistently use strategies from the four domains of the GATE standards in all classes, with all students. These domains ask educators to adjust what is delivered to students to add elements of depth, complexity, novelty, and acceleration. In order to add this dimensionality to academic content, every teacher at SVA will receive extensive professional development from the California Association for the Gifted and at our site on an ongoing basis and through our instructional coaching.

### **Depth and Complexity (Depth and Complexity Icons):**

We will employ the "prompts/icons of depth and complexity" developed by Sandra Kaplan of USC as a way to develop strong and independent thinking within our learners. The icons/prompts are symbols paired with a word (such as judgment, details, ethics, multiple perspectives, trends, context, etc.) and the icons prompt the kind of thinking indicated. The icons are content-neutral. Thus, they can be used with all academic content to prompt students' thinking about the subject in deeper and more complex ways. As a result of repeated use of these in our K-8 classrooms, students will acquire these as habits of mind and will be able to think deeply, and with complexity, on their own.

In addition, since Sycamore Valley Academy's initial charter approval, we have developed guidance for a basic scope and sequence regarding the use of these icons. Our teachers teach the icons in the following scope and sequence, however they have the flexibility to act outside this guidance when a student's ability suggests a lack of readiness, or a precociousness, that would cause the student to benefit from an adjustment of this pacing:

- Single prompts: Used in K-8
  - e.g. What is the context of this problem?
- Sets: Used in grades 1-8
  - e.g. What is the context of this problem and what is its impact?
- Intersections: grades 3-8
  - e.g. How does the context affect the impact of the problem?
- Problem-solving: grades 5-8
  - e.g. Which icons, in what order, together make a process for solving this problem or reducing its impact?



### **Novelty (Voice and Choice, Projects, Critical Thinking Skills, Creative Thinking Skills)**

Practices associated with the GATE domain of novelty include responding to students' individual talents and strengths. Additionally, SVA teachers will provide novelty through teaching modes of reasoning and allowing some degree of student choice. At SVA, we will use PBL to help us provide a rich learning experience that will always include an element of "voice and choice."

SVA will also instruct all students in critical and creative thinking skills. Critical thinking skills (such as "reason with evidence," or "determine the relevance," or "draw a conclusion") will be explicitly taught as step by step processes, so that students understand the process that each requires and are empowered as learners to use these in novel situations or for problem-solving. Creative thinking skills (such as "substitute," or "combine," or "add to," or "modify") will also be taught as ways individuals can construct new solutions or ideas using prior knowledge or materials. We consider the teaching of critical and creative thinking skills a necessary part of meeting the rigor of the CCSS and developing the kinds of thinkers who are prepared for a 21st century economy and for democratic participation.



### **Acceleration (Universal Concepts and Themes, Think like a Disciplinarian, High-Level Questioning)**

Practices we will employ from the GATE domain of acceleration include asking students questions of varying types and levels of intellectual demand, teaching students about making connections, tying ideas together through the use of universal concepts to anchor study across disciplines and increase transferability, and teaching students how to "think like a disciplinarian." Contrary to the typical understanding of the word "acceleration," which suggests simply moving quickly through curriculum, the GATE standards define acceleration as a way to differentiate instruction to promote sophisticated thinking in young students. It is really about accelerating the type of thinking we develop in students. To do this, teachers will be conscientious about when to use open-ended versus closed-ended questioning. They will teach students about factual, analytic, and evaluative questions and use a variety of these to develop different types of thinking and reasoning in their scholars. "Thinking like a disciplinarian" includes studying the methods, key concepts, questions, language/vocabulary, and contributions of an academic discipline so that its processes can be applied to construct more meaningful understanding. For example, students might "think like a historian," "think like an economist," "think like an educator," "think like a philosopher," or "think like a musician." Using this strategy to add dimension to academic content helps teachers build rich schema in learners' minds and also produces academic enthusiasm. Students will begin to learn about themselves as learners as well, which disciplines they have affinity for or greater curiosity within, and come into contact with the myriad opportunities for careers and study in the vast fields that are available to them for further pursuit. "Thinking like a disciplinarian" models concepts that are important to impart through the process of education: that knowledge is built through the contributions of many over time, that multiple perspectives and diversity of thought is a productive virtue that produces social benefit, and that learning is a life-long and never-ending process and humility and questioning is the key to further growth and development.

## **5. Development of Scholarly Habits of Mind**

Sycamore Valley Academy aims to do more than merely teach skills and standards; SVA strives to develop lifelong scholarly habits and a growth mindset within each child in order to develop the dispositions described in our "Learning Outcomes."

### **"Habits of a Scholar"**

Throughout the school year SVA faculty, staff, and students study and celebrate the "Habits of a Scholar," based on the work of Dr. Sandra Kaplan of the USC School of Education. Dr. Kaplan identified characteristics that are present in the lives of life-long learners and successful students. Each month, SVA classrooms highlight a particular "Habit of a Scholar." These include:

<b>Habits of a Scholar</b>	
Pondering ideas	Goal setting
Preparation	Intellectual risk-taking
Academic humility	Excellence
Saving ideas	Curiosity
Perseverance	Multiple perspectives and varied resources

Students exemplifying the month's highlighted "Habit of a Scholar" are selected by their classroom teacher for recognition with a Habit of a Scholar Award. When students observe a peer-model performing a behavior and receiving recognition for that behavior, research shows this provides a model that they are likely to want to emulate (Bandura, 1986).

Explicit teaching of scholarly behaviors and habits, in tandem with the practice of using Gifted Education for All and Project-Based Learning, will assist students in transitioning from dependent to independent thinkers, and become more and more able to engage in self-directed learning over time, as they make connections with the world, reflect to define themselves within it, and come to understand that there are myriad pathways to problem-solving. Focusing on these “Habits of a Scholar” will create scholars with habits of mind that will build a foundation for a lifetime of learning.

### **Growth mindset**

Children will receive explicit instruction and modeling of how to develop a growth mindset. Growth mindset is the core belief that abilities are malleable rather than fixed and is based on new insight on the structural, physical effects of learning on the brain (Dweck, 2006). In contrast, in a fixed mindset, people believe their basic qualities, like their intellect or aptitude, are simply fixed traits. They believe that talent or inherent ability alone creates success. When students and educators have a growth mindset, they understand that intelligence can be developed through dedication and hard work. Children at SVA will come to learn that intelligence is not a fixed characteristic and that all people share potential for learning and growth.

See Appendix N “Everyday Explorer Lesson Series” for a K-8 lesson plan for teaching Growth Mindset.

To help students from diverse backgrounds understand both the objective truth of our malleable brains and the benefits of a growth mindset and to acclimate to our school culture, all teachers will employ the Everyday Explorer Lesson on Growth Mindset annually. (The “Everyday Explorer Lesson Series” is a set of lessons used school wide in the initial weeks of every academic year to ensure all attending students share this essential body of knowledge. Each student will learn that regardless of past successes or failures, socio-economic status, or family culture, they all share the same capacity for learning and growth. High achievers will understand that their ability is developed, and will learn the value of effort and understand that failures should not threaten their sense of intelligence. Low achieving students will learn that through hard work and application of appropriate strategies, they too can find success and will be encouraged by embracing mistakes as opportunities to grow (With Math I Can, 2016).

Teaching a growth mindset creates motivation and productivity and fosters a love of learning and resilience, affective elements that are essential for great accomplishment (Blackwell, 2002). It is critical to creating learning-oriented behavior and attitudes in order to equip children to persevere through challenge. Children at the Charter School will learn to embrace, even seek, challenge, and to celebrate making mistakes while persevering through obstacles. Students will be able to focus on improvement instead of worrying about how smart they are. Students who possess a growth mindset show greater motivation in school, better grades, and higher test scores (Blackwell, Trzesniewski, and Dweck, 2007). More importantly, this shift in understanding how our brains work can empower SVA staff and students alike to approach challenges and obstacles in their everyday lives with an expectation that perseverance promises success.

### **Independence**

“What the best and wisest parent wants for his child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy.” (Dewey, 1916). Good parents rear their children to become independent adults. Similarly, the Charter School’s philosophy and practices are designed to engender the development of independent thinking and learning within our scholars. Life-long learners are necessarily independent learners. We believe the

best way to develop independence in students is to provide them with a variety of lesson types/structures. Over-reliance on any one lesson type, particularly “explicit, direct instruction” promotes reinforcement of deductive reasoning and expectation of learning to come from an external source (such as a teacher, text). Sycamore Valley Academy teachers are equipped through professional development to be curriculum designers and lesson-planners so they can provide a variety of learning experiences to foster growth and the development of a wide range of thinking skills.

## **6. Enriched Curriculum**

Sycamore Valley Academy offers students a broad course of study with the understanding that “it is the office of the school environment to balance the various elements in the social environment, and to see to it that each individual gets an opportunity to escape from the limitations of the social group into which he was born, and to come into contact with a broader environment.” (Dewey, 1916). By providing a broad course of study and a variety of learning experiences/lesson types, students gain access to differing cultures and ways of thinking, thus increasing their empowerment and potential for social mobility in their lifetime.

There are three ways that our curriculum is enriched to promote opportunity and growth for our students:

### **1) Academic enrichment**

- a. In Math, we use developmentally-appropriate teaching methods that develop conceptual understanding (such as hands-on manipulatives, class discussions of varying ways to solve problems, investigations, and small group instruction) and support the acquisition of academic language.
- b. In English/ Language Arts, we will utilize engaging and effective strategies and tools (such as vocabulary and word work, guided reading, book talks, whole class read-alouds, comprehension strategy instruction, and fluency).
- c. Subject areas are offered beyond ELA and math, including: history/social studies, science, visual and/or performing arts, physical education, and foreign language.
- d. PBL units contextualize content and the subject areas integrate and inform one another within these.
- e. A variety of lesson structures facilitate strong habits of mind and independence: for example, Curriculum-provided lessons, Concept attainment inquiry, Group investigation inquiry, Independent projects.

### **2) Creative enrichment**

- a. Instruction in the visual and/or performing arts is provided frequently to enrich core academics.
- b. The arts are integrated with current topics of study, and are frequently applied in project-based learning.

c. Each element of art (e.g. line, shape, texture, etc.) will be taught each year with a different masterwork as exemplar, providing a spiraled curriculum and basic art history education to students.

d. Explicit instruction in principles of creativity (Substitute. Combine. Adapt. Modify. Put to another use. Eliminate. Reverse. – “SCAMPER”) will be provided, with an emphasis on the transferability of creative thinking to practical life and real world problem-solving.

### **3) Service-Learning enrichment**

a. Students will identify local or global areas of need and work together to improve their community.

b. Projects will often relate service learning experiences to universal concepts/themes or to PBL units.

Each year, all Sycamore Valley Academy students will participate in (at least) one service-learning project. Kindergarten students will participate in teacher-led community service, while students in grades 1-8 will participate in a community service project which is driven by student interest and explores an issue more deeply.

Service learning is not just about bettering the community; it is about providing a valuable service *and* ensuring students have learned something in the process. The learning is intentional and achieved, in part, through student ownership of the project. This includes students researching areas of need or helpful agencies, and then planning and executing work toward alleviating the need or helping the worthy cause. Working together toward a common goal reinforces a culture of cooperation and demonstrates the value of synergy, that we are more than a sum of parts. Through service-learning, our students will mobilize their resources of intellect, compassion, and altruistic action to better the world they live in while learning about the power of proactive empathy.

One way that Sycamore Valley Academy aims to address the three aspects of our enrichment approach is through whole class projects. Students will participate in academic projects as a whole class, creating class books, models, and other academic products together. Students also contribute to artistic endeavors that reinforce the whole class learning experiences and themes. They collaborate to produce works for a collective art show, or rehearse and perform a class play or music recital. Finally, class projects will include service-learning endeavors to contribute to our local or global community.

These three types of enrichment are embedded in the typical week and constitute substantial instructional minutes because we believe they are necessary to achieve our school’s Learning Outcomes and Mission. This enrichment is central, not peripheral, to the curriculum at Sycamore Valley Academy.

See Appendix O, “Differentiated Learning Experiences Planning Template,” which is a tool to help our teachers plan for an enriched and differentiated academic experience for students and illustrates some of the lesson types we choose between when planning for learning and prompts for teachers to ensure they are including instructional tools of Gifted education in their lesson. See Appendix P, “Service Learning Guidelines.” See Appendix Q, “Curriculum Matrix.”

## 7. Social and Emotional Learning

Sycamore Valley Academy aims to develop emotionally intelligent learners. Essential to this development is providing an environment that supports the students' social and emotional well-being and provides learning opportunities to enhance students' social/emotional skills. Research indicates that, "Students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on academic achievement tests than peers who did not engage in such learning" (Collaborative for Academic, Social and Emotional Learning, 2008). SVA has four goals for our social-emotional learning program, all of which support the affective needs of Gifted students while being appropriate for all:

- 1) Develop healthy self-concepts and self-efficacy.
- 2) Transform perfectionistic tendencies into productivity.
- 3) Effectively cope with emotional sensitivity.
- 4) Empower students to fully express their gifts/talents.

SVA will provide the following to meet these four goals:

- Thoughtful class placement to increase belonging and interpersonal connectedness, keeping in mind that "Gifted children have better social adjustment in classes with children like themselves...Social self-concept improves when children are placed with [intellectual] peers" (Silverman, 2009).
- Explicit instruction in social/emotional coping, empathy, communication skills, meta-cognition, and strategies for self-regulation.
- A school model that empowers students and offers a mastery orientation.
- A cooperative, low-risk environment and Honor Code to ensure a respectful, supportive school culture.
- Support services, when appropriate.

## 8. Authentic Assessment and Mastery Orientation

Since the Charter School plans to differentiate the pacing of content standards according to student ability, we use computer-adaptive, nationally normed interim assessments (Northwest Evaluation Association Measures of Academic Progress, or "NWEA MAP") and a responsive Report Card to track and monitor that student progress is continual. We are then able to address stagnation or declines as quickly as possible. See Appendix R, "Sample NWEA MAP Reports" and see Appendix L, "Sample Student Report Card."

Sycamore Valley Academy sees two primary benefits of such an approach:

- 1) To encourage a mastery orientation for students and model the belief that learning is progress on a continuum, a life-long endeavor.
- 2) To produce the most valid measurement of student learning and use that data to inform our teaching practice and instructional design.

This growth model for measuring student learning includes:

- Evaluation via projects, performances, collaborative work, teacher observation, Socratic seminars, art, and drama in addition to paper and pencil outputs.
- Student portfolios, a collection of work samples from content areas for the duration of the school year that also include a reflection piece to each work sample provided. With reflection provided to each piece, during each trimester, families and teachers can see evidence of growth over the year.

The culture of a “mastery orientation” at Sycamore Valley Academy (like growth mindset) applies not only to students, but also to our staff. Teachers will set professional goals, participate in staff development and other trainings, and use student performance data to continually improve their instructional practice.

## **9. Collaboration in the Whole School Community**

### **Parent Partnering**

As our mission statement indicates, Sycamore Valley Academy families and SVA staff support the education of our students together. We believe parent partnering will be a key component of our school’s success. Enlisting parents as our partners ensures that the unique information and insight that parents/guardians have about their children can be shared with the educators who work with them to strengthen the connection between home and school. Our school staff will solicit information from parents to know what families see as their child’s strengths and weaknesses, and to know if there are ways we can better serve each student. We want to hear about the ways in which a family might need support services or other aid. Reciprocally, our staff wants to share what we know with parents for the benefit of the student. SVA educators will regularly communicate with parents and guardians to pass on praise, celebrate achievement, recognize personal triumphs, point out resources, and ask for parent support when students struggle. The expertise and observations of the educator are communicated with the families of our students to help improve the child’s school experience and increase learning opportunities.

In addition, SVA staff wants the help of families to support the Charter School as it works to increase student responsibility and impart the value of a quality education, by providing consistent reinforcement of the academic and social lessons students are acquiring at SVA. Through Parent Partnering, there is a running dialogue of open, honest communication and this makes Sycamore Valley Academy a community where everyone is known, where no student is allowed to “slip through the cracks.”

Sycamore Valley Academy suggests that each family contribute 30 hours of time to the school community each school year. Parents will voluntarily report their contribution of volunteer hours on an annual Parent Satisfaction Survey at the end of each academic year; no other tracking or monitoring is required. Sycamore Valley Academy has asked for this contribution to reinforce the partnership between the parties, while at the same time respecting the very real limitations that may be present in the myriad households we will be serving. All communication from the school to families makes clear that this participation suggestion is an invitation, not a requirement, so that no segment of our diverse community shall be excluded from accessing our school by virtue of participation requirements. While SVA welcomes enthusiastic and committed parents on our campus at all times, our suggestion of parent volunteer/ participation time does not preclude the student’s right to attend our school and is not a conditional term for any child’s enrollment. The Parent Partnering Opportunities page will be updated annually and included in enrollment packets to enable parents/guardians to see the myriad ways their contribution can be achieved.

See Appendix S, “Parent Partnering Opportunities.”

**Staff Collaboration**

The SVA staff will work together in a cooperative spirit to share best practices, share research and ideas, evaluate student performance data, and communicate honestly to problem-solve and continually improve our school. Staff development time will place a priority on collaboration to consciously shape a cohesive and specific school culture, to share the creativity and strengths of the staff members school-wide, and to support our staff's weak areas so they can be improved. Sycamore Valley Academy recognizes that the innovative model we are creating will require significant staff training and collaboration. Thus, teachers will be provided with regular opportunities to collaborate. SVA is committed to providing the support necessary for the school's success for the sake of student achievement and staff satisfaction.

**Student Cooperation**

Anchored in the supportive and respectful environment established through parent partnering, and staff collaboration, Sycamore Valley Academy students are also expected to cooperate. SVA recognizes that cooperation is essential not only to the school culture we aim to develop and the larger moral message we want students to learn at our school (of the value of all individual contributions and the synergy of working together), but also that cooperative interaction is a powerful learning tool.

Student collaboration in the classroom is an important part of preparing today's students for the demands of college and careers in the 21<sup>st</sup> century. The development of high-level thinking skills is the foundation of future success for our 21<sup>st</sup> century learners and is aligned with the Common Core State Standards. The collaborative experience provides students with more than simply a novel way to learn academic content; it provides opportunities for students to develop critical thinking, social, organizational, and communication skills. Working collaboratively allows students to grapple with more complex problems in greater depth than they could while working alone, and provides the opportunity for learners to achieve deeper understanding through the processes of discussion and reflection. Students share and learn from diverse perspectives and begin to challenge their own assumptions. Doors open to immense learning possibilities as students acquire the ability to examine a topic from multiple perspectives.

While developing life-skills and delving deep into complex topics, students are also having fun and discovering the joy and the reward of learning. Cooperative learning experiences designed by our teachers inspire excitement for learning, academic enthusiasm, and this is the key to continued success. SVA understands that nurturing a love of learning and inspiring student curiosity is the key to developing momentum for student progress and growth. Within our constructivist, and largely cooperative, school culture of academic excellence, students are not only held to high standards, but are also taught with methods that cause them to become more curious about the content they are studying. We place a premium on providing ample cooperative learning opportunities for students.

**Sycamore Valley Academy Honor Code**

To facilitate a cooperative school culture, students sign an Honor Code upon enrollment and receive an annual lesson via our "Everyday Explorer" lesson series about its meaning at the start of each school year. The Honor Code is ubiquitous in the SVA experience, reinforced continually:

I will do what is right because it is right.

Our whole school community will abide by this Honor Code: students, parents, and staff. Through Parent Partnering, the continual staff collaboration, and the classroom experience that is cooperative itself, students will learn the value of working together as it is reinforced through their relationships at school and consistently modeled by their families and their teachers. The Honor Code is the basis for the SVA Social Contract, which guides school-wide student behavior management and discipline systems that are based on Restorative Justice (See Appendix T, Social Contract).

### **Curriculum, Materials, and Technology**

Students at Sycamore Valley Academy experience a broad course of study.

#### K-8 Core Courses

English/Language Arts  
Mathematics  
History/Social Studies  
Science

#### K-8 Noncore Courses

Art  
Spanish  
Physical Education  
Classroom music

#### 2016-17 Grades 5<sup>th</sup> -8<sup>th</sup> Grade Elective Options

*Elective offerings have grown each year as we have more staff. Course offerings will vary by enrollment/staff talent. Students typically experience 1-2, sometimes 3, of the items on the list below as these are offered in different trimesters and Beginning Band is offered in after-school hours.*

After School Beginning Band  
Explorer Band  
Theater  
Journalism  
Smart Sports  
Future Problem Solving  
Mathletics  
Science Olympiad  
Student Aide  
Yearbook  
Poetry Slam  
Outdoor Explorers  
Cross-Country/ 5K Run

At Sycamore Valley Academy, teachers and administration will be actively involved in the selection of educational materials. At the heart of these decisions will be the philosophical underpinnings of Sycamore Valley Academy, the commitment to personalize and differentiate curriculum to the extent



possible, and the needs exhibited by the students we serve. Teachers will be encouraged to utilize the flexibility established in charter law to tailor learning materials to meet the needs of their students. The list of curriculum materials in Appendix Q is intended to be a starting point for teacher collaboration after teachers are hired. Consistent with SVA's philosophy, teachers will be empowered to have ownership not only for the results they produce in terms of student achievement, but also ownership of the means to produce those results, including curriculum.

See Appendix Q, "Curriculum Matrix."

With the project-based, multi-disciplinary curricular approach, teachers will also develop or supplement many of the instructional materials. Common Core State Standards are the framework for the projects students complete.

The use of educational technology is an important tool for the success of the school, as well as an important tool for student learning. Teachers will use computers to develop lessons, design rubrics and other assessment tools, chart student progress, manage student portfolios and data, and communicate with parents and students. Students will be provided access to computers and Internet access to complete research, analyze data, prepare multimedia presentations, and complete other assigned work.

The Charter School will deliver an academic calendar that provides a minimum of 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in 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.

### **Plan for Students Who are Academically Low-Achieving**

Academically low-achieving students will be easily identified in SVA classrooms because SVA educators will be frequently monitoring student growth and differentiating instruction for all learners. Metrics used to indicate academic achievement, including the NWEA MAP and other formative assessments, will be utilized to identify performance against established norms and expectations. In the multi-age classroom, differing output expectations are the norm, and this allows our teachers to challenge the low-achieving students in a targeted manner. The constant variety in the room reduces the social stigma of doing "different work," while the teacher scaffolds and supports these students to bring them up to competency. Sycamore Valley Academy also intends to offer a combination of embedded interventions during the school day, including opportunities to reteach and reattempt standards with which students may struggle. Monitoring of student growth will ensure essential skills are achieved. The open-ended PBL units provide a unique way to reteach and reattempt skills in a meaningful, personalized manner. In addition, small group instruction and deployment or ability grouping allows teachers the flexibility to respond to their students' needs. These interventions will allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by the school. SVA will provide support for students struggling to meet our academic standards. (For further discussion of opportunities for low-achieving students, see the subsection below, "Interventions.")

## **Plan for Students Who are Academically High-Achieving**

Academically high-achieving students will find ample opportunities to extend their learning. Differentiated instruction will occur constantly in our multi-age classrooms, where individual students have the opportunity to perform at capacity and output expectations differ. The teacher can challenge the advanced students because, at SVA, skill is the defining characteristic determining appropriate assignments, not age/ grade assignment. Portfolios, projects, written, and performance-based assessments will give high-achievers the chance to accelerate while the teacher and school keep track of their progress. Projects will be purposefully open-ended and personalized to enable all learners to achieve their best. A range of texts will be offered to meet the needs of different learners. High-achieving students will be encouraged to utilize their talents and abilities to contribute to the well-being of the entire class, to share their knowledge and skill, and to take on leadership opportunities as well.

## **Plan for English Learners**

At SVA, our proportion of English Learners (“EL”) has steadily risen and we anticipate serving an increased percentage of students categorized as English Learners over time as we continue to market to this population. The Charter School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements for this population. Moreover, we will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## **Identification of English Learners**

As a part of the initial enrollment, each student will be required to complete a home language survey, in accordance with California law. Within 30 calendar days of initial enrollment<sup>1</sup> or 60 days before the start of the school year, students whose primary language is other than English and who are entering a California public school for the first time or students who have not yet been California English Language Development Test (“CELDT”) tested will be assessed by trained staff CELDT. English Learners will thereafter be tested at least annually between July 1 and October 31 until Reclassified Fluent English Proficient (“RFEP”). 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.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements of State law (Education Code Sections 313 and 60810) and federal law (Titles I and III of the ESEA).

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

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<sup>1</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.

## **Program**

Students who are limited English proficient are identified as English Learners and receive English Language Development instruction by teachers who have CLAD or BCLAD certification, English Language Development (“ELD”) and/or Specially Designed Academic Instruction in English (“SDAIE”) certification. Instructional aides may be used to provide small group and individual instruction as needed. As students increase fluency in the English language, their proficiency levels are re-evaluated and instruction is adjusted to ensure continued improvement. Students’ progress is monitored closely and those who meet established requirements are reclassified as RFEP. Reclassified students’ academic progress is monitored for at least two years to assure continued success. Increasing English language competence, as reflected by improvement in CELDT/ELPAC scores, reclassification, and growth on standardized state exams (CAASPP) is a goal for the Charter School’s staff.

## **Strategies for English Learner Instruction and Intervention**

To ensure success in the mainstream, regular English classrooms, our school will employ the following strategies:

- Provide teachers with information about their students’ ELD levels and the ELD standards so they can effectively monitor and support their English learners.
- Offer staff development on differentiated instruction for English Learners.
- Supplement or modify curriculum or instructional materials for students at CELDT/ELPAC levels one and two, when appropriate
- Content instruction using SDAIE techniques
- The use of multiple mediums to present information to students.
- Use of academic language, with opportunities for clarification with teacher and other student interactions.
- Provide additional academic support as needed to develop proficiency in speaking, listening, reading, and writing in the English language through the use of instructional aides and/or parent volunteer tutors.
- Promote the active involvement of the parents of English Learners.
- Provide translations of school documents for parents.

Academic content will be taught in English. Differentiated instruction will support the needs of all learners, including English Learners. The emphasis on the arts, the hands-on approach to math and science instruction, project-based learning, and the use of gifted education strategies also create learning opportunities that allow English Learners to access content in different formats and in ways that appeal to different learning modalities. These approaches diminish the reliance on reading and writing as the only classroom learning tools, and allow students to demonstrate their mastery of subject matter in a variety of ways. In addition, SDAIE techniques will be embedded throughout the content areas.

## **English Learners’ Parent Participation**

The Charter School will also promote the success of English Learners by valuing their home language as a critical resource and by honoring and making the concerted effort to include bilingual or non-English-speaking families in all of the regular functions of the school. Every year, at Back to School Night, parents learn about the grade level’s educational program and expectations. This information will be

translated for non- English-speaking families to ensure equitable access to the information. Discussion of the specific ways in which we address English language acquisition is included in annual Back to School night presentations of our general program, so parents of English Learners will understand how our school will improve their student’s English language proficiency. When our Charter School serves twenty-one (21) or more English Learners, we will establish an English Learner Advisory Committee (“ELAC”) to advise the principal and staff on programs and services for English Learners. Additionally, the “ILP Parent/Guardian Input Form” will be available in Spanish to ensure Spanish-speaking families are able to access the same benefits of individualization as English-speaking families, and the “Parent Partnering Opportunities” list will be provided in Spanish to support these parents’/guardians’ participation toward the Charter School’s 30 hour per family per year goal for family engagement.

Spanish translations of the following documents can be found as follows: Appendix S, “Parent Partnering Opportunities,” and Appendix K, “ILP Parent/Guardian Input Form.”

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter 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.

### **Plan for Special Education and Section 504**

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

Sycamore Valley Academy shall initially remain, by default, a public school of Tulare County Office of Education for purposes of special education, pursuant to Education Code Section 47641(b). However, Sycamore Valley Academy reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Sycamore Valley Academy operates as a public school of the Tulare County Office of Education, 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, Tulare County Office of Education will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the Tulare County Office of Education will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Sycamore Valley Academy with an equitable share of state and federal special education funding to support special education instruction or designated instructional services to students enrolled in the Charter School. Sycamore Valley Academy reserves the right to contract with agencies and vendors outside the Tulare County Office of Education when appropriate to secure special education services, including administrative support services.

Sycamore Valley Academy anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and Tulare County Office of Education, which shall delineate the respective responsibilities of Sycamore Valley Academy and Tulare County Office of Education with regard to the funding and delivery of special education and related services.

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

Sycamore Valley Academy will meet all the requirements mandated within a student’s Individual Education Program (“IEP”). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with Tulare County Office of Education and/or the SELPA to provide an appropriate placement and services.

Sycamore Valley Academy will work with Tulare County Office of Education and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Sycamore Valley Academy will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the Tulare County Office of Education, where applicable.

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 Sycamore Valley Academy, which will then forward such written notice to Tulare County Office of Education and/or SELPA within two school days. The school will encourage open communication between the parents and the Tulare County Office of Education and/or SELPA for any items related to the special education services. Students at Sycamore Valley Academy who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

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

## **Search and Serve**

Upon the commencement of Sycamore Valley Academy's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, Sycamore Valley Academy will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened 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.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a Sycamore Valley Academy faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Sycamore Valley Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

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

If a student enrolls at Sycamore Valley Academy with an existing IEP from outside Tulare County Office of Education, Sycamore Valley Academy will notify the Tulare County Office of Education and/or SELPA (where applicable according to SELPA policies) within five days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Sycamore Valley Academy shall work with the Tulare County Office of Education and/or SELPA to implement the existing IEP at Sycamore Valley Academy or as otherwise agreed by the parent/guardian.

## **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Sycamore Valley Academy's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Sycamore Valley Academy within 15 days. Sycamore Valley Academy will notify the Tulare County Office of Education and/or SELPA (where applicable according to SELPA policies) of the assessment request within five days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If Sycamore Valley Academy, in collaboration with Tulare County Office of Education and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within

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

## **Assessment**

The Principal will be responsible for gathering all pertinent information and sharing such information with Tulare County Office of Education and/or SELPA (if applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

Unless conflicting with Tulare County Office of Education or SELPA policies and procedures, Sycamore Valley Academy will follow the following assessment guidelines. If a conflict with Tulare County Office of Education or SELPA policies and procedures exists, then Tulare County Office of Education policies and procedures will govern.

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

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

### **Development and Implementation of IEP**

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

Sycamore Valley Academy, in collaboration with Tulare County Office of Education or the SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Sycamore Valley Academy will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

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

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

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

A copy of the IEP will be given to the parent in accordance with state laws and Tulare County Office of Education or the SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Sycamore Valley Academy, in cooperation with the Tulare County Office of Education or the SELPA in which Sycamore Valley Academy is a member.



Upon the parent or guardian's written consent, the IEP will be implemented by Sycamore Valley Academy. The IEP will include all required components and be written on Tulare County Office of Education or SELPA forms.

The student's IEP will include the following:

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

IEP meetings will be held according to the following schedule:

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

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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. Once the request is received, Sycamore Valley Academy will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

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

## **Staffing**

Although Tulare County Office of Education will hold ultimate responsibility for providing Special Education services (so long as Sycamore Valley Academy operates as a school of the Tulare County Office of Education for purposes of special education), Sycamore Valley Academy is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Sycamore Valley Academy to employ at least one full time certificated staff member who in addition to having the proper credentials to teach or administer within a general education environment, will also possess a Special Education Credential. This teacher or administrator, along with the principal of Sycamore Valley Academy, will be the primary Sycamore Valley Academy representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Sycamore Valley Academy will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In addition to the above, Sycamore Valley Academy also seeks related services from the Tulare County Office of Education for special education students enrolled in Sycamore Valley Academy in the same manner as is provided to students in other TCOE schools (so long as Sycamore Valley Academy operates as a public school of the Tulare County Office of Education for purposes of special education). Sycamore Valley Academy also reserves the right to contract with service providers outside of the Tulare County Office of Education, when appropriate.

## **Reporting**

Sycamore Valley Academy, in collaboration with Tulare County Office of Education, 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 Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from TCOE assessments, if these apply to charter school students;
- 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 Sycamore Valley Academy 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 Sycamore Valley Academy Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEPs at Sycamore Valley Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

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 a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Sycamore Valley Academy will utilize the Notice of Procedural Safeguards used by the Tulare County Office of Education or SELPA in which it is a member.

### **Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Tulare County Office of Education and Sycamore Valley Academy shall work together to defend the case, so long as the Charter School operates as a school of the Tulare County Office of Education for special education purposes. In the event that the Tulare County Office of Education determines that legal representation is needed, Sycamore Valley Academy and The Academies agrees that it shall be jointly represented by legal counsel of the Tulare County Office of Education's choosing.

So long as the Charter School operates as a school of the Tulare County Office of Education for special education purposes, Tulare County Office of Education may initiate a due process hearing or request for mediation with respect to a student enrolled in Sycamore Valley Academy if the Tulare County Office of Education determines such action is legally necessary or advisable. Sycamore Valley Academy agrees to cooperate fully with the Tulare County Office of Education in such a proceeding.

So long as Sycamore Valley Academy operates as a school of the County for purposes of special education, Sycamore Valley Academy understands that the Tulare County Office of Education shall have

sole discretion to settle any matter in mediation or due process. The Tulare County Office of Education shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

In the event that Sycamore Valley Academy opts to operate as an LEA in a SELPA other than TCOE, Sycamore Valley Academy reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

### **Complaint Procedures**

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

### **Special Education Strategies for Instruction and Services**

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

### **Professional Development for Sycamore Valley Academy Staff**

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

So long as Sycamore Valley Academy operates as a “school of the Tulare County Office of Education” for special education purposes, Tulare County Office of Education agrees to allow Sycamore Valley Academy staff access to all Special Education related professional development opportunities that are available to other employees of the Tulare County Office of Education.

Sycamore Valley Academy also intends to seek professional development opportunities for its staff through potential trainings facilitated by the Tulare County Office of Education, colleges and universities, and private companies or agencies.

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

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

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the 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 which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the

student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **ELEMENTS B AND C – MEASURABLE PUPIL OUTCOMES, AND METHODS FOR MEASURING PROGRESS**

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

*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. [California Education Code Section 47605 (b)(5)(C)]*

The Charter School affirms that, 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.

### **School Philosophy Regarding Assessments and Data Use**

Sycamore Valley Academy firmly believes in the use of assessments and other data as a tool to evaluate and ensure effective school programs, to continuously improve instruction across grade levels and within classrooms, and to guide individual student learning and goal-setting. At SVA, administrators, teachers, and students will use data to set goals, monitor progress, reflect on their work, and ensure decision-making is substantiated. SVA understands that each of these tasks requires:

- Multiple measures

Over-reliance on singular measures can result in interpretive inaccuracies that may adversely affect subsequent actions, such as program facilitation, instructional modifications, and goal setting.

- Trustworthy assessments and measures

It is essential to gather, analyze, and act on data that is objective and trustworthy (valid and reliable).

- Clear understanding of the purpose of data use

Data is to be used for the purpose of identifying needs, areas of strength and weakness, and general continuous improvement at all levels.

- Effective data management systems

Data needs to be stored systematically, easily accessible, capable of individual and aggregate reporting, and available to users in a timely fashion.

SVA believes that the best kind of student achievement data comes from a combination of performance evaluation and criterion-referenced assessments. Criterion-referenced assessments must reference a clear set of learning objectives and be aligned with instruction and learning goals in order to be effective measures of student and school performance. Performance evaluations, such as authentic assessments, teacher consultations, and peer/faculty reviews, are particularly suited to providing feedback regarding students' skill in applying and integrating knowledge. With proper design and administration, both approaches can produce objective evidence of learning.

The Academies believes in a balanced accountability and evaluation model that incorporates state and federal accountability measures, along with site-level, or CMO-level, assessments. The Academies recognizes the role that state assessments play in CMO and school-level analysis. We are therefore dedicated to documenting student achievement according to these measures (e.g., CAASPP, CELDT/ELPAC, Physical Fitness Test). The Academies believes it is critical to our Vision of "modeling transformative change in education by elevating expectations of learning and growth" that the school(s) demonstrate, through participation in external evaluation systems, that the interdisciplinary and student-inquiry driven model dominant at SVA does not compromise the kind of learning measured by standardized assessments.

The goal at SVA is for students to do well not only on standardized assessments, but also to acquire skills and abilities that these measures do not capture. Therefore, in addition to participation in external accountability systems, SVA will report data within The Academies' complementary system of internal evaluations and assessments. This system will incorporate other quantitative academic measures, as well as qualitative academic measures, such as authentic performance assessments, teacher consultations, peer and faculty reviews, student portfolios, observations, as well as metrics associated with other student growth that we value: social-emotional measures, acquisition of the habits of mind, behavioral and other measures to ensure student progress is continuous, inclusive of the whole child, and free from external impediments.

Student learning will be measured against two primary criteria:

1. External systems that are summative, and compare a student's demonstrated skill against established grade- level proficiencies to determine achievement of learning objectives; and
2. Internal systems that are formative, providing information in real time and making it possible to compare student growth and academic achievement over time to determine the impact of recent learning activities and to design future activities appropriate to the student's zone of proximal development, likely to promote further growth. Internal systems will also be used to measure nonacademic, social-emotional or personal growth that the school and home value (e.g. progress against ILP goals).

### **Use and Reporting of Data**

Academic achievement data and program evaluation data (e.g., classroom observations, measures of implementation fidelity) will be used for the purpose of:

- School-wide program evaluation
- Teacher reflection and evaluation of instruction
- Student reflection and goal setting
- Instructional planning
- Developing and monitoring student ILPs

Staff will receive ongoing training and coaching in data interpretation and analysis, design and use of formative assessment, assessment item writing and analysis, and the importance of frequent and targeted feedback to the learning process. This investment in teachers' understanding regarding the use and purposes of data collection, as well as developing teachers' skills in designing and evaluating formative assessment tools, will ensure that data is used effectively within the school. Furthermore, time will be allotted for collaborative data analysis on a regular basis.

See Appendix U, "Teacher Evaluation Forms." See Appendix V, "Sample Annual Calendar."

We believe frequent measurement of program effectiveness is needed internally because we recognize that success within state-mandated measurements and accountability systems are but *one* indicator of program quality. State assessments are limited measures of our work, since they are not designed to measure our school's performance against the goals of this charter beyond how our students perform against Common Core standards-based learning objectives. While student learning and progress within a Common-Core aligned curriculum is a major focus of our school's work, it is not the only focus. Having a Whole School Report Card allows us to begin to capture and monitor the value we add to students lives inclusive of, but also beyond their Common Core learning, and it provides our organization with an opportunity to monitor progress more holistically. Planned refinement of this report includes adding more metrics related to mission, vision, motto, and learning outcome achievement as well as progress toward strategic plan goals and outcomes.

Student performance and school level data will be synthesized and reported to staff in the form of a Whole School Report Card ("WSRC") on a trimester basis. Over the course of Sycamore Valley Academy's initial charter term, our WSRC has evolved, and continued refinement is expected over time as the State further defines academic accountability basis in the era of Common Core and under our new computer-adaptive CAASPP testing paradigm. While we participate in and monitor progress within these external measures, the schools within The Academies are deeply committed to internal program analysis in addition.

Blue Oak Academy will begin with this structure and utilize the WSRC and other measures for regular, internal charter school program analysis, and to fuel continual improvement. The Academies plans to refine this Whole School Report Card to increase its ability to capture the value of learning experiences that are not measured by NWEA MAP or CAASPP. For example, social-emotional growth, growth in students' Spanish language skill, students' progress toward our Learning Outcomes, and acquisition of the Habits of a Scholar are all areas we would like this report to better capture. We also plan to improve the sophistication of our academic scoring (to shift from a matter of score in relation to targets to more focus on growth and growth rates).

See Appendix W, "Whole School Report Card"

### **Development of Annual School and Pupil Goals Aligned to the State's Priorities**

Sycamore Valley Academy will comply with all requirements pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), including developing annual goals for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060(d).

SVA will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional,



school-specific goals and corresponding assessments throughout the duration of the charter. Sycamore Valley Academy has clearly defined schoolwide outcome goals, in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d). The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision as defined in Education Code Section 47607. The Charter School has described how its pupil outcomes 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, in its LCAP. See Appendix x, "Sycamore Valley Academy 2016 Local Control and Accountability Plan."

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- “(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.”

Education Code Section 47607(a)(3)(B)

### **Parent-Teacher Communication**

Parent-teacher communication should be open and frequent. Parents will be encouraged to make appointments to meet with teachers if they have any concerns or questions regarding their child’s progress. Teachers will be available before and after-school for pre-scheduled meetings. Teachers will also be required to send weekly newsletters and to use other means (e.g., Remind, a texting service) to communicate behavioral expectations, grading practices, instructional topics, homework, enrichment resources, and other helpful information, as appropriate. Teachers’ professional email addresses will be available to parents as an additional avenue for communication.

### **Parent-Teacher Conferences**

SVA believes that parents are our partners in the goal to educate their children, and therefore have the right to honest and supportive feedback regarding their child. The Academies CMO values diversity and the input and support of the “child’s first teacher,” his/her parents. To foster strong home-school relationships, Sycamore Valley Academy will conduct conferences between parents/guardians and teachers at least two times per year for students progressing at acceptable rates, and at least three times per year for students who are experiencing academic or other difficulties.

### **Report Cards**

Report Cards will be issued three times a year, at the end of each trimester. These reports will provide student performance data by academic standard, applicable to the student’s grade level. For students who have already shown significant depth of understanding and enrichment in grade-level standards, reports will show progress on current learning goals (which may be above age/grade level). Report Cards will clearly distinguish between academic and behavioral feedback, so that scores can be appropriately interpreted. In addition to the assignments of scores, teachers will provide narrative feedback regarding their child’s performance in areas not quantitatively measured (for example, citizenship, service- learning participation, meeting project deadlines, social-emotional growth, cooperation).

See Appendix L, “Sample Report Card.”

## **Annual Parent Survey**

An annual parent survey, administered at the end of each academic year, will offer parents an opportunity to share their perspectives and provide feedback to the school regarding student programs, instruction, enrichment, and other important roles of the school. Data will be summarized and reported annually to the staff for reflective analysis and school-wide planning for the upcoming school year. The primary purpose of the Annual Parent Survey is to ensure a feedback loop for parent communication, as well as for school-wide continuous improvement.

## **ELEMENT D - GOVERNANCE STRUCTURE**

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

### **Legal Status**

Sycamore Valley Academy will be a directly funded independent charter school and will be operated by a California nonprofit public benefit corporation, The Academies, pursuant to California law, upon approval of this charter. The Charter School shall operate under the provisions of the charter, applicable federal laws, applicable state laws, and the governance of the Board ("Board" or "Board of Directors") of The Academies.

See Appendix C, "Restated Articles of Incorporation & Revised Board Bylaws."

### **Our Board**

#### **Board of Directors**

A corporate Board of Directors, in accordance with its adopted corporate bylaws and the terms of this charter, will govern The Academies, and consequently, Sycamore Valley Academy.

It is important that the Charter Management Organization Board include a cross section of opinions and a diversity of thought, and that the Board not be dominated by any one stakeholder group. With this in mind, the Board of Directors of The Academies will consist of not less than five (5) and not more than nine (9) members, described further below. By the start of the 2019-20 academic year, the authorized number of Directors of The Academies shall be not less than seven (7) and not more than nine (9).

The following will comprise the members of the Board:

- No fewer than four (4) and no more than (8) members of the Charter School community, including parents. Of this, by the start of the 2019-20 academic year, parents or guardians of students attending the charter schools operated by The Academies shall comprise no less than two (2) members of the Board per school.
- In addition, not less than one (1) member of the community at large who is not a parent/guardian of attending pupils shall be a member of the Board.
- The District shall be entitled to one (1) representative on the Board, pursuant to Education Code Section 47604(b).

The number of Directors on the Charter School's Board of Directors is a range, which is consistent with typical non-profit governance structures and recommendations by The Rutter Group's corporations practice guide. This flexibility will allow the Board to function in the event of multiple vacancies.

All members shall serve a term of two (2) years. There are no limits to the number of terms members may serve. The Board of Directors' terms shall be staggered in a manner determined by the Board. This will encourage institutional renewal in which the Board can profit from the experience of veteran Board members, while welcoming the fresh perspective that new members offer.

### **Composition of the Charter Management Organization Board**

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, public relations, or other desirable areas of expertise. Employees of the Charter Management Organization or any of its charter schools shall not vote in Board elections. To the extent practicable, the Board shall be maintained with an odd number of members. In accordance with the law governing nonprofit public benefit corporations and other conflict of interest regulations, no persons serving on the Board of Directors may be interested persons.

### **Representatives to the Board of Directors**

In order to ensure staff and student perspectives are shared with the Board of Directors, the following representatives will also attend Board meetings to join discussions, make presentations, and inform the Board on Charter School matters. These representatives are not considered members of the Board of Directors, and therefore will not have voting privileges in Board decisions.

- The Charter Management Organization Superintendent
- The Charter School Principal(s)
- A teacher of the Charter School(s)
  - Elected by the teaching staff
  - Serves as a representative to the Board for a term of one (1) year.

### **Officers of the Nonprofit Corporation**

Board Officers shall be elected by the Board of Directors. Each Officer shall hold office for one (1) year. When a term ends, the Officer may be re-elected by the Board of Directors; there are no term limits related to Officers. The Academies' Officers filled by Board Members include: Chair, Vice Chair, Treasurer, and Secretary. The Superintendent is the President of the corporation and serves in this role for the duration of employment with the CMO.

### **Board Development**

The Board Chair ensures that structures and procedures are in place for effective recruitment, training, and evaluation of Board members. Upon initial election to The Academies Board of Directors, Board Directors will attend an in-service for the purpose of informing individual Board members of their responsibilities. On a regular basis, the Board Chair shall ensure that other topics for professional development of the Board are provided to provide for members' active participation and responsible stewardship of the organization. Topics may include, but are not limited to: corporate responsibilities, effective governance/ leadership protocols, strategic planning, public school finance, the educational program, conflicts of interest, the requirements of the Brown Act, and the overall terms and provisions of the charter.

## **Board Meetings and Duties**

The Board of Directors of The Academies will meet regularly, at least once a month (except during the summer), and in accordance with the Brown Act. Board agendas and meeting minutes will be made public as required by law. The Academies recognizes that The Brown Act guarantees the public's right to attend and participate in meetings of local legislative bodies, and welcomes the accountability that comes with public transparency.

The duties of the Board of Directors duties include, but are not limited to, the following:

- Approve the hiring, supervision, evaluation, discipline, and dismissal all of the officers, agents, and employees of the corporation.
- Approve all contractual agreements.
- Develop, approve, and monitor the implementation of general policies of Sycamore Valley Academy. This includes, but is not limited to, effective human resource policies for career growth and compensation of the staff, health and safety policies, etc.
- Approve and monitor SVA's annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Sycamore Valley Academy in accordance with applicable laws and the receipt of grants and donations consistent with the mission of SVA.
- Contract with an external independent auditor from the State Controller's approved auditors list to produce an annual financial audit according to generally accepted accounting practices.
- Report the results of the annual audit to the State Controller, the CDE, the County, and the District.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in Charter School related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning and assist in implementing the plan's goals.
- Work in partnership with the Superintendent and other staff to raise funds.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- 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.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Clearly articulate SVA's mission, accomplishments, and goals to the public, as well as garner support from key community members.

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 is not in conflict with this charter or the purposes for which schools are established. This may include, but is not limited to, fundraising for the school.

The Board has adopted a Conflict of Interest Code, in accordance with the Political Reform Act. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for

approval, and all designated persons or employees will complete the Statement of Economic Interests (Form 700) as required by law.

See Appendix Y, “Conflict of Interest Code.”

### **Delegation of Authority**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Sycamore Valley Academy any of those duties with the exception of those duties where the law does not permit delegation, such as budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies, which remain the sole responsibility of the Board of Directors. For any duty delegated to Charter School staff, the Board remains ultimately responsible for the performance of the duties delegated. Such delegation will:

1. Be in writing;
2. Specify the entity or individual designated;
3. Describe in specific terms the authority of the Board of Directors being delegated and any conditions on the delegated authority;
4. State the beginning and ending dates of the delegation;
5. Require an affirmative vote of a majority of Board members.

### **Authorizer Relationship**

#### **Oversight**

SVA shall operate autonomously from the District, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts or obligations of Sycamore Valley Academy, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law. (Education Code Section 47604(c))

In accordance with Education Code Section 47604.32, the District is required to:

- Identify at least one staff member as a contact person for the Charter School.
- Visit the Charter School at least annually.
- Ensure that the Charter School complies with all reports required of charter schools by law, including the annual update required pursuant to Education Code Section 47606.5 (the LCAP).
- Monitor the fiscal condition of the Charter School.
- Provide timely notification to the CDE if any of the following circumstances occur or will occur with regard to the Charter School:
  1. A renewal of the charter is granted or denied.
  2. The charter is revoked.
  3. The charter school will cease operation for any reason.

It is the intent of The Academies that the District will be a welcomed partner at our charter schools, including SVA. We anticipate all of the above oversight, and in addition, expect the District will engage in a dispute resolution process (if needed) and will consider charter material revision and renewal requests. To compensate for such oversight services, SVA will allocate a percentage in its budget for this purpose, as identified by law (Education Code Section 47613).

## **Memorandum of Understanding**

The District's Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the District and the Charter School and The Academies.

## **Dispute Resolution**

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

## **Dispute Resolution Policy**

The Boards of The Academies and TCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies;
- Minimize oversight burden on the County;
- Ensure a fair and timely resolution to disputes.

## **Disputes Arising From Within the School**

Disputes arising from within Sycamore Valley Academy, including all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing Board members shall be resolved pursuant to the policies and processes developed by the Charter School.

The County shall not intervene in any such internal disputes without the consent of the Board of The Academies, and shall promptly refer any complaints or reports regarding such disputes to the Board of The Academies, its Superintendent, or the Principal of Sycamore Valley Academy for resolution pursuant to the Charter School's policies. The County agrees not to intervene or become involved in an internal dispute unless the dispute has given TCOE reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred, or unless the Board of The Academies has requested the County to intervene in the dispute.

## **Disputes Between the Charter School and the County**

The Charter School or CMO and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter Management Organization and the County, employees and Board members of the CMO and the County agree to first frame the issue in written format ("dispute statement"), which shall be shared between the parties within 10 business days of the event giving rise to the dispute, and to refer the issue to the County Superintendent and the CMO Superintendent. In the event that the County Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607.

The CMO and County Superintendents shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 10 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the CMO and County Superintendents and attempt to resolve the dispute within 20 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the CMO and County Superintendents shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the CMO and County Superintendents. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter Management Organization. Both the CMO and District Superintendents may use designees for this process.

### **Parent Involvement**

#### **Parent Teacher Organization**

There will be a separate Parent Teacher Organization (“PTO”) that will encourage school participation, sponsor activities, fundraise, and promote the school. The PTO provides parents with an opportunity to engage with the members of our school community and work toward goals that benefit students and staff, however there is no formal relationship or connection between the PTO and the Board of The Academies. Parents will have multiple opportunities to be engaged in the life of the Charter School as members of the Parent Teacher Organization.

#### **Parent Involvement in Governance**

From 2019-20 and beyond, The Academies will maintain a minimum of two (2) members of the CMO Board who are parents/guardians of SVA students. Parents will frequent the school campus and participate in the life of the SVA community, since parents/guardians are encouraged to spend 30 hours per family, per academic year as volunteers and/or participants in Charter School activities. While parental involvement is not a condition for student enrollment or reenrollment, parents will find multiple opportunities to participate as valued stakeholders in the Sycamore Valley Academy community. (For further discussion of Parent Partnering, see Appendix S, or Section II, Educational Philosophy and Instructional Program, “Collaboration in the Whole School Community.”)

## **ELEMENT E – EMPLOYEE QUALIFICATIONS**

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

The Academies shall recruit qualified, professional personnel who believe in the philosophy and mission of the Charter School for all staff positions. All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by the Charter School. All employees must comply with the employee processing policies and procedures (to include, but not be

limited to, fingerprint background checks, criminal records, proof of identity, right to work in the United States, and TB risk assessment or screening). SVA will provide opportunities for teachers and other professionals to continue their professional development.

See Appendix U, “Teacher Evaluation Forms.” These documents illustrate the feedback systems provided to teachers from site administrators. In addition to these, instructional coaching (which is nonevaluative) is also provided.

See Appendix V, “Sample Annual Calendar.” This is the sample SVA Master Calendar for the 2015-16 school year. All items color-coded in ice blue represent staff professional development trainings.

### **Written Job Descriptions**

The Board of Directors shall prepare or cause to be prepared written job descriptions for each position or category of positions at SVA. The job descriptions shall identify the essential functions of the position and desired qualifications, and serve both as a recruitment tool and guide to expected performance standards.

For further detail regarding key roles, see Appendix Z, “Current Job Descriptions for Key Roles.”

### **The Superintendent**

The Superintendent supervises the CMO staff, school site administrative staff, and business services staff (or independent contractor hired for business services) of the Charter Management Organization, and operates as the chief executive officer and President of the nonprofit public benefit corporation. The Superintendent acts as the instructional leader of the Charter Management Organization, and is responsible for facilitating the instructional programs outlined in the approved charters. The Superintendent directly reports to the Board of Directors.

### **The Principal**

The Principal serves as the chief administrator of the Charter School, developing and implementing programs, curriculum and instructional resources, and budgets in a manner that promotes the educational growth of each student and the professional development of each staff member. The Principal supervises the instructional and non-instructional staff of the school site, and manages the Charter School’s day-to-day functions. The Principal acts as an instructional leader at the Charter School and is responsible for facilitating the instructional program as outlined in the “Educational Philosophy and Instructional Program” sections of the governing charter. The Principal is directly responsible to the Superintendent.

Qualifications for the Superintendent and the Principal are the same, and include:

#### **Education/Certifications**

- Bachelor’s degree (required)
- MA or equivalent (desirable)
- California Administrative and Teaching Credential (desirable)

#### **Experience**

- Teaching experience (desirable)
- Administrative experience (desirable)
- Charter school experience (desirable)



### Skills, Knowledge, and/or Abilities Required

- Excellent communication and community-building skills
- Extensive knowledge of and experience with curriculum development
- Belief in The Academies' educational philosophy and program elements, including commitment to the Mission and gifted education advocacy
- A thorough knowledge of special education needs and issues
- Strong leadership capabilities, including entrepreneurial and strategic vision
- Caring for students and their success in learning: a deep commitment to student achievement
- Strong instructional leadership and a positive role model for staff and students
- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development
- Commitment to excellence and ongoing professional growth
- Effective conflict resolution skills
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these
- Ability to follow established procedures in an emergency situation

The Board of Directors of The Academies will consider candidates for the Superintendent and Principal positions based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

### Charter Management Organization Staff

As the CMO organizational chart illustrates, there are several staff who comprise a suite of services and resources to the charter schools operated by The Academies. The work of the employees of the CMO directly supports the individual charter schools within our network and allows for the charter schools to benefit from some economies of scale and cost-sharing that contributes to their long-term financial sustainability. Roles within the CMO "central office" will include (but are not limited to) Operations Director, Administrative Assistant, Instructional Coach, Substitute Teachers, and Specialist Teachers (who deliver instruction at multiple campuses, such as Art, Instrumental Music, Intervention, etc.). As enrollment grows and budgets can sustain additional support services over time, additional roles may be developed in accordance with indicated student and school needs. Qualifications for CMO staff varies by role. See Appendix Z, "Current Job Descriptions for Key Roles" to view qualifications pertaining to each.

### Teachers

*Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. [Education Code Section 47605(l)]*

Teaching faculty are highly-valued resources of the Charter School. SVA core teachers will be qualified in accordance with Education Code Section 47605(l), and will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

Appropriate documents will be maintained on file and subject to periodic inspection by the District. In accordance with Section 47605(l), flexibility in credentialing will be observed with regard to noncore, noncollege preparatory courses.

The Charter School may also employ non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity in noncore, noncollege preparatory courses and activities. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, noncollege preparatory courses and activities.

Qualifications for Core Academic Teacher positions:

- A love for students and learning (desired)
- A proven track record of/ eagerness to be innovative and dynamic in instructional methods (desired)
- A commitment to the philosophy and mission of SVA (required)
- Bachelor's Degree (required)
- Valid California Teaching Credential(s), certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required for the relevant grade(s) (required)
- EL Authorization (CLAD, BCLAD, or CTEL Certificate) (required)
- Appropriate supplemental or multi-subject credential(s), as applicable (required)
- Two or more years teaching experience (desired)

**Teacher Expectations and Duties**

Teachers must embrace the Charter School's philosophy and mission, as outlined in this charter. Additionally, the following qualities shall be expected of all SVA teachers:

- Strong instructional leadership and a positive role model for students.
- Caring about students and their success in learning.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Experience implementing differentiated instruction, thematic learning, constructivist or Montessori methods, and project-based learning, or an enthusiastic willingness to support these features of our program.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- Ability to modify the curriculum and materials for all types of students.
- Proactive approaches to discipline and the ability to maintain a respectful, safe, and nurturing learning environment.
- Effective conflict resolution skills.

- Ability to collaborate with fellow faculty and administrators to advance proven learning practices, develop curriculum, and share strategies for student success as a member of a team.
- Meet deadlines and be well-organized.
- Possess integrity in all his/her dealings with the Charter School community; be respectful, thoughtful, decisive, principled, and fair.
- Possess an ability to communicate with parents and an ability to see parents as a resource.
- Recognize and accept their responsibility for the success of SVA as an entity, as well as the success of their individual students, and demonstrate flexibility, resourcefulness, and commitment to both.

In addition to those qualities listed above, Core Academic Teachers will be responsible to fulfill duties including, but not limited to, the following:

- Core subject instruction in mathematics, language arts, science, and history/social studies.
- Incorporating academic, creative, and service-learning enrichment opportunities into core academics whenever possible.
- Curriculum planning and pacing to ensure continuous learning.
- Student assessment, monitoring of student progress, and maintaining grades and scores.
- Setting goals and standards for student achievement.
- Communicating with administration to implement feedback for continuous professional improvement.
- Monitoring the safety and security of students.
- Serving on committees and task forces to support the Charter School's success.
- Extra-curricular activities such as sports, clubs, etc.

### **Staff Development for Teachers**

Every teacher will participate in extensive on-site training and professional development provided by SVA in order to deliver the instructional program of the Charter School. The table below demonstrates the three required professional development courses for all teachers at Sycamore Valley Academy

Required Professional Development for Teachers			
1	Instructional Foundations	Project Based Learning	Gifted Education for All
2	Annual Content Area Focus	2016-17	Math
		2017-18* proposed	Reading
3	Social Contract (Restorative-Justice based behavior/disciplinary systems)	Tier 1-3, 4 Options, Respect Agreements for Classroom Mgmt, Staff Respect Agreement, Mediation	Intersection of Social Contract with Classroom Meetings/ Everyday Explorers, Habit of a Scholar

In addition to extensive training in our school's instructional foundations (project-based learning and gifted education for all), an annual content area focus (where we articulate K-8 best practices in delivering the content instruction in a manner consistent with our educational philosophy), and the

Social Contract (our school's disciplinary systems), teachers will participate training opportunities including, but not limited to:

- Constructivist pedagogy
- Managing the multi-age classroom
- Performance-based, authentic assessments
- Analyzing student performance data (both quantitative and qualitative) to improve student learning
- Social and Emotional Learning/Emotional Intelligence
- Serving special student populations: the legal requirements, our intervention structures, and instructional strategies to improve the achievement of EL, socio-economically disadvantaged students, Special Education, and Section 504 students
- To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities and/or information shall be made available to Charter School staff.
- Specially Designed Academic Instruction in English ("SDAIE") techniques
- Specialized Training, which includes adaptive equipment as needed (e.g. auditory devices, epipens, etc.)

In addition, teachers are encouraged to take advantage of professional growth opportunities that are available through outside organizations such as the District, the Tulare County Office of Education, universities, and colleges.

See Appendix V, "Sample Annual Calendar." This is the sample SVA Master Calendar for the 2015-16 school year. All items color-coded in ice blue represent staff professional development trainings.

### **Teacher Observation and Evaluation**

A teacher evaluation process will be implemented to provide information about how each teacher is performing in his/her duties as a classroom instructor at Sycamore Valley Academy. The observation and related meetings will help identify areas of strength, as well as identify areas for improvement. The information collected during the observation and evaluation meetings will be used for ongoing professional growth and development, as well as a determining factor in the decision to re-hire. The information contained in Appendix U, "Teacher Evaluation Forms" reflects the observation and evaluation system currently in use at Sycamore Valley Academy, and proposed for use by all charter schools operated by The Academies. Refinement of teacher evaluation processes is expected to continue with staff collaboration. These documents illustrate the feedback systems provided to teachers from site administrators. In addition to these, instructional coaching (which is nonevaluative) is also provided.

### **Substitute Teachers**

The Academies will hire substitute teachers in accordance with applicable law.

### **Instructional Aides**

Instructional Aides assist the teachers/Principal in maintaining appropriate activities and an environment to enable children to learn.

#### Qualifications for Instructional Aide positions:

1. High school graduate. (required)
2. Two or more years experience working with children and adults in a school setting. (desired)
3. Past participation in school events.
4. Working knowledge of school operations and procedures.
5. Appropriate use of standard English language, in writing and in speech.
6. Ability to perform non-teaching classroom tasks.
7. Ability to word process and use suitable computer software applications.
8. Ability to operate a copier, laminator, and similar school office machines.
9. Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
10. Ability to understand and effectively carry-out verbal and/or written instructions from the teachers and the principal.
11. Ability to follow established procedures in an emergency situation.

#### **Instructional Aide Expectations and Duties**

In addition to those qualities listed above, instructional aides work under the direct guidance of the teachers and the principal, and will be responsible to fulfill duties including, but not limited to, the following:

- Assist students in completing classroom assignments.
- Assist in preparing instructional materials for classrooms and school in general.
- Supervise students in classrooms, playgrounds, cafeteria, hallways, and study halls; before school and after school bus supervision is possible as well.
- Score non-confidential tests and other exercises.
- Check out materials and correct of daily work.
- May participate in daily and long range planning.
- Other duties as assigned by the Principal or supervising teacher.

#### **Outsourced Positions**

The Academies reserves the right to contract with third party consultants, companies, or agencies to efficiently and responsibly achieve its mission in a cost-effective manner. The Academies intends to outsource business services, which will be under the direct supervision of the Superintendent. Other outsourced positions may include, but are not limited to, any of the following: nursing, mental health counseling, and/or food service. The Academies will ensure that the qualifications of the employees of contractors are consistent with the expectations for CMO employees. When appropriate, SVA will contract with appropriately qualified and/or credentialed outside providers to provide services as necessary. SVA will consider reputable organizations, such as those endorsed by the California Charter Schools Association. The Charter School will fairly evaluate any offer of services from the District against any other offers for similar services from third party providers. In addition, there will be scrutiny and oversight of any administrative service such that a financial conflict of interest will be avoided.

## ELEMENT F – HEALTH AND SAFETY

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

A healthy and safe environment is imperative to productive teaching and learning. Sycamore Valley Academy has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Family and the Employee handbooks.

The following elements are a part of the Charter School's adopted policies:

- Requirement that employees and contractors of the Charter School be fingerprinted and furnish the school with a criminal record summary as described in Education Code Sections 44237 and 45125.1.
- Requirement that Charter School staff fulfill their "mandated child abuse reporter" obligations, and follow all applicable reporting laws.
- Requirement for risk assessment or examination of faculty and staff for tuberculosis as described in Education Code section 49406.
- Requirement for immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- Adherence to Education Code Section 49423 regarding administration of medication in school.
- Provision for the screening of pupils' vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- Development of and adherence 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.
- Policy to meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. SVA has established a written Infectious Control Plan designed to protect employees and students from possible infection due to contact with blood borne viruses.
- Compliance with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to maintain visitor policies, and 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 at least once per month in accordance with Title 5 California Code of Regulations, Section 550.
- Maintenance of a drug and alcohol and tobacco free environment.
- A comprehensive complaint and investigation procedure for all complaints and concerns coming into the Charter School.
- A comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School.

## **ELEMENT G – RACIAL AND ETHNIC BALANCE**

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

### **Community Diversity and Outreach**

It is the intent of the Charter School that our student population should reflect the diversity of the District. Our outreach will be conducted with the intent that SVA will serve all students to the capacity that the Charter School is able to provide. SVA is aware that, as a school of choice, community awareness of the Charter School is a necessary component in achieving this diversity. Since students are not automatically designated to attend SVA, as they would be for school district of residence schools, SVA will market itself to the community and make our option known, especially to those segments of the population that are typically less informed of educational options. These include non-English-speaking families, the Hispanic/Latino community, the Black/African American community, the South East Asian community, and the socio-economically disadvantaged. In order to ensure equitable access to SVA for all interested families, marketing will target these populations specifically. Sycamore Valley Academy will use an array of outreach and marketing strategies, including, but not limited to:

- An enrollment timeline and process that allow for a broad-based recruiting and application process
- School website ([www.sycamorevalleyacademy.org](http://www.sycamorevalleyacademy.org)) and social media (Facebook)
- Flyers and brochures, business cards
- Press releases to local news outlets (including Spanish language media)
- Informational meetings
- Language translation to the extent possible
- Reach out to local leaders and organizations such as faith-based organizations, or entities that represent entry points or opportunities to build relationships with under-represented communities

Each year, the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population. Marketing strategies will be adjusted annually as the enrollment and admissions demographic data indicates which marketing campaigns are most efficacious for appealing to these subgroups. Special care will be given to be sure that families who are typically less informed about education options have a chance to learn about and choose our school. Since it is not legal for the Charter School to consider demographics of protected classes as an admissions criteria in order to benefit an underrepresented group, SVA intends to use thoughtful marketing to ensure broad-based recruiting from our community. In addition, our admissions process, including the public random drawing in the case that interest exceeds capacity, ensures that entrance to the Charter School is offered in an equitable, nondiscriminatory manner.

Over the course of Sycamore Valley Academy's first charter term, we have engaged in the activities described above. A report of activities by academic year can be found in Appendix AA, "Outreach & Diversity in the First Charter Term."

## **ELEMENT H – ADMISSIONS REQUIREMENTS**

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

All students attending SVA must follow the application, admission, and enrollment policies of the Charter School.

The application for admission to SVA shall consist of a one-page, simple form to collect contact and basic student information necessary to facilitate admission or entry into a public random drawing (such as address and grade level the child will be entering). The simplicity of the application process is designed to prevent paperwork complexity from prohibiting access to the Charter School. In order for parents to make an informed choice when selecting the Charter School, we will provide an informative website, monthly school tours, and informational meetings/presentations during the open enrollment period (“Admissions Window”) to communicate what SVA offers, and to provide parents with an opportunity to have their questions answered.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Sycamore Valley Academy. The determination of school capacity shall be based on, among other things, the Charter School’s academic program, the school’s fiscal viability, the educational needs of enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

### **Admission Requirement**

The Charter 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.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter 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 Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit 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, e.g. birth certificate
6. Release of records

SVA shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law.



The only admission requirement is that students wishing to attend Sycamore Valley Academy must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following fall, shall be coordinated with local public and private schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission may result in loss of admission and enrollment preferences as listed below.

Sycamore Valley Academy will encourage parent and/or community contributions to help fund SVA's educational programs, but shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities.

### **Public Random Drawing and Preferences**

Applications will be accepted during a publicly advertised Admissions Window each year for enrollment in the following school year. Existing enrolled pupils are exempted from the annual lottery process after admittance, attendance, and completion of a re-enrollment form to reserve their seat annually.

Following the admissions window and application deadline each year, applications shall be counted to determine whether any grade level has received more applications than there is seat availability. In the event that this happens, the Charter School will hold a public random drawing ("lottery") to determine admission for the impacted grade level(s). Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Existing pupils of the Charter School
2. Children of current employees and Board members of the Charter Management Organization
3. Siblings of admitted pupils, currently enrolled students, or graduates of any Charter School within The Academies
4. Students residing within the boundaries of VUSD
5. All other students who wish to attend the Charter School

If the number of student applications for admission exceeds the Charter School's capacity, SVA staff will determine admissions according to the following procedure. First, existing pupils of the Charter School shall be exempt from the lottery, so long as they have submitted a re-enrollment form, indicating their intent to return in the fall. Second, children of current employees and Board members of the Charter Management Organization shall be admitted with exemption from the lottery process. Third, siblings of previously admitted pupils or SVA graduates will be exempt from the lottery. Fourth, consistent with State law, charter schools are required to give preference to students who reside within the boundaries of the school district where the charter school is located. Students who reside within Visalia Unified School District boundaries shall be included in the lottery with a weighting factor of 2 to 1. All other (outside District) applicants will be included in this lottery for admissions with a factor of 1.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be placed on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an

opening during the current school year. In no circumstance will a wait list carry over to the following school year. The order of admission of students at any time during the semester shall be based solely on the order of applicants on the admission priority list.

After the admission priority list has been exhausted or at the conclusion of the school year, the Charter School will advertise if a space has become available and applications are being accepted. If more applications are submitted than there are spaces available, another public random drawing will be conducted for the open spaces as described above.

### **Conditions of Enrollment**

All schools within The Academies shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:

- Complete enrollment/registration forms, including student data sheet, emergency information cards and other required documents by the deadline provided
- Provide records documenting immunizations required for admission to public schools

Admission tests will not be required; however, assessments will be administered to inform individual instructional programs once students are admitted and enrolled. These tests will serve as diagnostics of students' reading, writing, and math skills.

Research shows the importance of parental involvement in students' achievement; The Academies strongly encourages and supports parents' involvement in their children's education. Parents will be encouraged to volunteer/participate 30 hours or more per year to support the school, as outlined in the Family Handbook, which is updated and distributed to enrolled families annually. However, in no circumstance will a parent or guardian's inability to meet the volunteer/participation goal result in an educational detriment to the student. This encouraged involvement is not a "condition of enrollment." The Academies believes that even when the 30 hour suggestion is not requirement, having such a goal and communicating it to enrolled families sends the right message to families: that parents/guardians are our partners in a shared purpose, that they are invited and welcomed in our community, and that their help is invaluable as we strive to provide a world class education to their children.

## **ELEMENT I – FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

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

### **Budget**

See Appendix AB, "3-year Budget and Cash Flow Assumptions." Included in Appendix AB is the following:

- Projected operational budgets for three years of operation
- Cash flow projections for three years of operation
- Funding Calculations Input page
- A budget narrative

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

### **Financial Reporting**

The Charter School shall comply with all financial reporting requirements of Education Code Section 47604.33 (a), which states:

*Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:*

- 1. On or before July 1, a preliminary budget.*
- 2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.*
- 3. On or before December 15, an interim financial report. This report shall reflect changes through October 31.*
- 4. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.*
- 5. On or before September 15, a final unaudited report for the full prior year.*

The Academies Board shall adopt and implement systems and processes to keep track of financial data and to compile information in the prescribed format needed for the required reports, and to ensure that the above information is provided to the District/County in timely fashion. In addition, The Academies shall comply fully with Education Code Section 47604.3.

### **Insurance**

The Academies will acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of Sycamore Valley Academy.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Superintendent at The Academies coordinates business/administrative services in the following manner:

### **Personnel Transactions**

Any personnel records are kept in confidential personnel files. These include offers of employment, verification of ability to be employed in the US and by a California public school, changes in full-time/part-time status, and any other relevant matters.

## **Accounting and Payroll**

Sycamore Valley Academy may contract with the following organizations, or others, to provide needed financial and professional services for the maximal functioning of the Charter School, if such services will provide a maximum fit with the Charter School's needs, combined with minimum cost:

### **EdTec**

EdTec delivers business, educational, and technology services to charter schools. Since 2001, EdTec has assisted more than 150 charter schools and developers. EdTec provides charter schools with expertise and economies of scale to hire senior experienced personnel who specialize in different areas of school management. Their offerings include: Finance and Accounting, Business Services and Human Resources, Renewals & Grant Writing, Facilities Assistance, Student Information & Assessment Systems, Governance Training, and Strategic Planning.

### **Tulare County Office of Education, Business Services Division**

TCOE Business Services Division provides a wide range of support services for 46 school districts. The Division collects, processes and disseminates all fiscal, budgetary, and related statistical information and reports for all school districts within Tulare County.

In addition, Business Services acts in an advisory capacity to assist and support districts with general school business, financial operations and state and federal reporting requirements.

## **Financial Audits**

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

An annual independent fiscal audit of the books and records of SVA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be maintained in accordance with generally accepted accounting principles and applicable laws. The audit will employ generally accepted accounting procedures and 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 appointed by the Board of The Academies will select an independent auditor through a request for proposals. The auditor will have, at a minimum, a licensed CPA and educational institution audit experience and will 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 will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to The Academies Board of Directors with recommendations on how to resolve them. The Board of The Academies will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County 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 fiscal audit of the Charter School is public record to be provided to the public upon request.

### **Facilities**

*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).*

It is anticipated that the Charter School’s facility will be provided by the Visalia Unified School District in response to a Proposition 39 (“Prop. 39”) request as required by Education Code Section 47614 and its implementing regulations, timelines, and guidelines. Sycamore Valley Academy wishes to remain in its location at 6832 Ave. 280 Visalia, CA 93277.

Sycamore Valley Academy reserves the right to utilize additional or alternative facilities, and will inform the District if there are changes in its facility plans.

### **Transportation**

Since Sycamore Valley Academy is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from the Charter School. If SVA determines that it is possible and advantageous to offer transportation to and from school, it will notify all parents of such opportunity.

## **ELEMENT J – SUSPENSION/EXPULSION POLICIES**

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

### **Suspension/Expulsion Procedures**

See Appendix AC, “Student Suspension and Expulsion Policy.”

The Charter School’s Suspension and Expulsion Policies will be printed and distributed as part of the Charter School’s Family Handbook, which will clearly describe the Charter School’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies at the start of each school year. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs. The Charter School will notify the County of any expulsions within ten days of the expulsion decision.

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments

comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of this policy, corporal punishment does not include any employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Academies utilizes a Restorative-Justice based student disciplinary system, which we call our "Social Contract." All staff are trained in its basics, and instructional staff receive extensive training in the application of its principles for student engagement. The intent of our Social Contract is to promote a healthy, safe, and intellectual school culture and to ensure all students are treated with dignity and are given the opportunity to learn when moments of conflict arise at school. Staff are trained to develop Classroom Respect Agreements, offer students "the 4 Options" (a peace-making strategy when conflict exists between members of the school community), and support students' use of productive (constructive) language and active listening (mirroring) to promote the empathy needed for conflict-resolution, forgiveness, and appropriate behaviors. Appendix T contains our staff training booklet for "The Social Contract."

Similar systems have been attributed to a state-wide decline in suspensions and expulsions over the last 5 years.

**Table 4: Percentage Decline in Statewide Suspensions and Expulsions from 2011-12 to 2014-15**

Type	2011-12	2012-13	2013-14	2014-15	(N) Decline 11-12 to 14-15	% Decline 11-12 to 14-15
Suspensions	366,629	329,370	279,383	243,603	-123,026	-33.56%
Expulsions	9,553	8,266	6,611	5,692	-3,861	-40.42%

"Several factors contributed to the years-long declines... including "restorative justice" programs that help students understand the nature and consequences of their actions." (California Department of Education, 2016). We see the same benefit at Sycamore Valley Academy: Restorative Justice helps students learn from their problems or conflicts. Another benefit we see of working with kids in this manner is that it helps to establish a positive school culture and establish norms and rules with the buy-in of the whole community. We believe it speaks a right message to kids about our belief in their ability to solve their own problems and repair any damage done from wrong-doing. We also believe this approach provides students the opportunity to develop their peace-making abilities as well as the career-readiness skills of being able to work with others and effectively collaborate and communicate. We believe it is powerful to teach students to identify and name their emotions, explain why they feel the way they do, to actively listen and with empathy show understanding, and to identify negative

patterns in a relationship and commit to make them positive. Our “Social Contract” prevents suspensions and expulsions and increases student engagement by fostering a sense of belonging and individual dignity, and is aligned with the principles of our instructional/educational philosophy as well.

Constructivist Pedagogy	Restorative Discipline
<ul style="list-style-type: none"> <li>• Based on inquiry, application, reflection, curiosity</li> <li>• Values process in addition to product</li> <li>• A belief that collaboration is conducive to learning</li> <li>• Classroom is teacher-guided democratic learning community</li> <li>• Students become more comfortable with “making mistakes”</li> <li>• Looks at the whole child in context</li> </ul>	<ul style="list-style-type: none"> <li>• Based on inquiry, listening, reflection and an understanding that many behaviors are developmental and normal</li> <li>• Values growth over time, not just immediate retribution for actions</li> <li>• A belief that conflict is best resolved with collaboration between the parties involved</li> <li>• Class meetings and mediations encourage a democratic class community</li> <li>• Teachers and students see conflict as an integral and inevitable aspect of all relationships</li> <li>• Looks at the whole child in context</li> </ul>

(from Preservice Training at SVA, 8/1/16)

## ELEMENT K – RETIREMENT

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

### Retirement

The Academies will offer State Teachers’ Retirement System (“STRS”) participation for all certificated employees, and will pay the required employer contribution for such benefits. The Charter School will make the required employer contribution toward federal Social Security for those employees not covered by STRS. The Superintendent shall be responsible for ensuring that appropriate arrangements are made for coverage.

### Employee Benefits

The Academies will provide health, dental, and vision insurance coverage for full time regular staff, consistent with the requirements of the Affordable Care Act. We will attempt to provide coverage that is reasonably comparable with coverage provided by the County to its employees, provided such coverage is available at reasonable cost. The Charter School may pay much of the cost of such coverage for full time employees. If allowed by the Insurer, part time employees may purchase similar coverage. No staff member will receive paid health benefits beyond his or her term of employment, except to the extent required by law. The Academies will have the autonomy to review all benefits packages and make modifications as needed.

## ELEMENT L – ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [California Education Code Section 47605(b)(5)(L)]*

## **Public School Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [California Education Code Section 47605(b)(5)(L)]*

Students who opt not to attend the Charter School may attend school district of residence schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil(s) has 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 SVA, except to the extent that such a right is extended by the local education agency.

## **ELEMENT M – EMPLOYEE RIGHTS**

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

### **Employee Return Rights**

Since The Academies' employees are neither employees of VUSD nor TCOE, District or County employees who have left employment in the District/County to work at The Academies or SVA shall not have any right to return to the District/County except as agreed upon by the District/County at its discretion in accordance with District/County Board Policy and applicable collective bargaining agreements. Former employees of the District/County who resign from employment to work at The Academies or SVA and who later wish to return to the District/County shall be treated the same as any other former District/County employee seeking reemployment in accordance with District/County policy, applicable law, and applicable bargaining agreements.

Neither The Academies nor SVA shall have any authority to confer any rights to return on District/County employees. Sick or vacation leave or years of service credit at the District/County or any school district shall not be transferred to the CMO or Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of the school district to work in the charter school that the school district may specify.
- Any rights of return to employment in the school district after employment in the charter school as the school district may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

### **Rights of School District Employees**

No employee currently employed by VUSD or TCOE shall be required to work at The Academies or Sycamore Valley Academy. Any employee who so desires will be considered for employment through an open application process and, if selected, will become an employee of The Academies or SVA.



## **ELEMENT N – IMPACT ON THE CHARTER AUTHORIZER**

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

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

### **Civil Liability**

The Academies shall operate as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the County has complied with all oversight responsibilities required by law. The Academies shall work diligently to assist the County in meeting any and all oversight obligations under the law to ensure the County shall not be liable for the operation of SVA or any other school managed by The Academies.

Further, The Academies and the County shall enter into a memorandum of understanding, wherein The Academies shall indemnify the County for the actions of Sycamore Valley Academy under this charter.

The corporate bylaws of The Academies shall provide for indemnification of the Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The Board of the Charter School will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Charter Renewal**

The term of Charter School's charter shall be five years. During that period, the Charter School is responsible for demonstrating progress and meeting the goals of the charter. The Academies may present a petition to renew or amend the charter of Sycamore Valley Academy at any time and the County agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Sections 47605 and 47607.

Each charter renewal shall be for a period of five years, as required by law. The progress and accomplishments of the Charter School shall be measured, at renewal, according to the criteria specified in Education Code Section 47607(b) and its implementing regulations.

## ELEMENT O – CLOSURE PROTOCOL

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

The following procedures shall apply in the event the charter school closes, regardless of the reason for closure.

Closure of the school shall be documented by resolution of the Board of The Academies. The resolution shall identify the reason(s) for closure and identify an entity and person or person(s) responsible for winding-down activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the Tulare County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure 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 and guardians may obtain copies of pupil records, including specific information on current academic progress.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the custodian designated by the Board. The Academies shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The 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, which they will provide to the entity responsible for winding-down activities.

The School may ask the County to store remaining original records of Charter School students. All records of the School may be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the Tulare County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the Charter School shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be

provided to the Tulare County Office of Education and California Department of Education promptly upon 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 Sycamore Valley Academy.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of The Academies and shall be distributed in accordance with the corporation's Articles of Incorporation upon formal dissolution of the nonprofit public benefit corporation to another public educational entity. Any assets acquired from the District/TCOE, or District/TCOE property will be promptly returned upon Charter School closure to the County. 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.

Upon closure, The Academies shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As The Academies is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

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# APPENDICES



## APPENDIX A – FOUNDER’S RESUMES

### Ruth Dutton

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rdutton@sycamorevalleyacademy.org

#### EDUCATION

2007-2010	MA, Education, Curriculum and Instruction • 4.0 GPA	Chapman University
2002-2003	Professional Clear Teaching Credential, English • 3.9 GPA	Chapman University
1999-2001	BA, Philosophy • 3.9 GPA in major • 3.5 GPA cumulative	New York University
1997-1999	BA in progress prior to transfer	Cal Poly, SLO

#### EXPERIENCE

- 2016- today *Superintendent, Sycamore Valley Academy and Charter School Developer/Lead Petitioner*
- Chief executive of a 501c3 and K-8 public charter school, and leading our organization through major restructure following extensive strategic planning and stakeholder engagement, to transition from a single school to a Charter Management Organization (CMO)
  - rewrote SVA charter for 5-year renewal and wrote new Blue Oak Academy charter to petition to serve a higher need demographic and affect the achievement gap and opportunity in my community (will submit these for authorization August 11, 2016)
  - Develop and manage multi-year CMO budget (and associated salary schedules, contracts, etc.)
  - Identify projected economies of scale, and determine the best reinvestments in program/staffing to achieve the Vision, Mission, Motto, and Learning Outcomes of our organization, and monitor and manage cash flow for institutional stability
  - Coordinate our staff's work with the Central Valley Networked Improvement Community ("CVNIC"), which is a group of several districts and another charter school coming together over the next 2 years to apply the tools of Improvement Science (Carnegie Foundation for the Advancement of Teaching) and the work of Jo Boaler (Stanford, math education expert) and to collaboratively develop tools to solve the problem of practice of 5<sup>th</sup> grade under-achievement in mathematics, as well as develop a framework for ongoing collaboration and continuous improvement beyond the term of the Gates Foundation-funded grant for future problems of practice
  - Advocate for gifted education and charter schools, developer of tools/strategies for both causes
- 2012- 2016 *Principal/Superintendent, Sycamore Valley Academy*
- Chief executive of a 501c3 and K-8 public charter school
  - Attract, recruit, manage, discipline, and develop a high quality instructional and support staff
  - Plan, develop, deliver and execute targeted professional development to achieve the school's goals, and provide ongoing feedback to staff in our school's unique aspects: project-based learning ("PBL"), gifted education strategies, Restorative Justice systems, multi-age grouping, authentic assessment, interdisciplinary learning, lesson variety, etc.
  - Develop and maintain a strong governing board and ensure proper agenda posting and board processes in accordance with the Brown Act
  - Successfully negotiated and secured a multi-year Proposition 39 (District-owned) agreement for our charter school's facility and worked with the District to develop a campus with green space, asphalt, and play structure
  - Established bus service from 5 District elementary school sites with high FRL percentage
  - Recruited students, especially underrepresented demographics, with a healthy waitlist (over 100) in all academic years
  - Exceeded the projected enrollment growth timeline, achieved full enrollment capacity within first charter term (380 pupils in grades K-8)
  - Represent the school in all public settings and with all stakeholders and effectively communicate the mission/vision of the school and its articulation in our programs to garner public support and good will

## APPENDIX A – FOUNDER’S RESUMES

- Develop and manage a \$2.5m budget and cash flow for institutional stability
  - Achieved clean external financial audits (no findings to date) and established a 20% reserve within the school’s first two years (2012-14). Reserve is currently at 24% (close of FY 2015-16).
  - Navigated through challenging financial times (2012-13, when 40% of revenue arrived after the close of the fiscal year) and secured financing to cover cash flow gaps due to state deferrals
  - Developed annual LCAP’s and SARC’s, and supervise the development of P-reports and Interim Budget Reports to maintain compliance
  - Participant in Charter Schools Development Center Leadership Institute (aka “bootcamp”) in 2014; invited to return in a paid Facilitator capacity in 2015
  - Consulted with and helped our County Office secure Gates Foundation funds to establish the “Central Valley Networked Improvement Community” (CVNIC)
  - Established an annual tradition of hosting “Excellence or Bust,” free professional development to local education leaders to encourage a ripple effect/ influence outside the students we directly serve and foster the improvement of all public schools and break down the charter- district historic divisions to promote more sharing for the good of kids
  - Recruited in the first cohort of Capitol Advocacy Leaders (CAL) in 2013 (and continue to serve in this capacity) to establish and maintain relationships with legislators in Sacramento and continually advocate to protect charter school interests as part of the California Charter Schools Association’s long-term strategy to create a more hospitable policy environment in our state
  - Sycamore Valley Academy earned the following awards during my time in this role:
    - 2015- Step Up Youth Challenge, Sustainability Award
      - for upper grade service-learning project
    - 2015- California Association for the Gifted, 5 Star School Award
      - for having gifted programming that is aligned to best practices
    - 2016- California Department of Education, Gold Ribbon School Award
      - for our model practice of providing Gifted Education to all students and top achievement on CAASPP of any LEA within our county
- 2010-2012 *Charter School Developer/Lead Petitioner, Sycamore Valley Academy*
- Recruited, coordinated, and built a strong Founding Team to facilitate an excellent charter petition and bring together the needed talents to govern a high-quality, K-8, public charter school
  - Wrote and secured a \$575,000 federal start up grant, spent restricted funds on start up materials and activities, managed compliance reporting for the full grant duration
  - Researched best practices in gifted education, various philosophies of education, and the charter movement to develop an innovative school model that would meet the needs of our community
  - Lead the charter/school development process including establishing the nonprofit organization, design of the Instructional Framework, implementation schedules, enrollment and hiring projections, budget development, marketing/outreach and the writing of the petition document
  - Attended extensive Charter Schools Development Center (CSDC) Chief Business Officer (CBO) training program
- 2008-2012 *Teacher, Visalia Charter Independent Study*
- Collaborated with administration to create a Teacher Manual (Policies and Procedures) to improve instruction school-wide and streamline processes for better service to students
  - Created an “All School Instruction” program (“Write This Way”) to systematically improve our students’ writing skills, in-serviced staff in its usage, and provided continued staff support in its implementation; saw school-wide first time CAHSEE passage rate increase 80% the following year
  - Created other new curriculum for school-wide use, including 2 semesters of a Poetry class, and a 1 semester History of Rock ‘n’ Roll class for use as elective offerings
  - Taught special Saturday workshops to help improve 10<sup>th</sup> grade students’ writing in preparation for the CAHSEE
  - Taught English and Reading classes at our school, created and modified new curriculum (the Expository Reading and Writing Course, or “ERWC”) for use in our once weekly format
  - Helped our school earn a 6-year accreditation from WASC in collaborative meetings, as well as by editing the final document for printing
  - Worked with a rewarding set of (at-risk) students in a one-on-one format to help them complete their high school credits and develop self-regulating habits to reach their goals, and developed meaningful

## APPENDIX A – FOUNDER’S RESUMES

relationships with students and their families, and mentored students both academically and personally

### 2003-2005 *English teacher, Dinuba High School*

- Recognized and awarded by administration for being a positive, team-player and offered tenure
- Taught remedial and honors level English to freshmen, and helped students access difficult texts by appealing to different learning modalities, modeling, building prior knowledge, and providing necessary scaffolding
- Designed lessons that promoted critical-thinking and analysis, which many fellow department members borrowed and used in their teaching as well
- Used technology to enhance the appeal of my lessons: created a Webquest to help motivate students to work hard on their benchmark writing assessment and to tap into emotions for more meaningful learning
- Collaborated to create the first pacing calendar for our English department to ensure timely and effective coverage of standards in preparation for state exams in the Spring
- Collaborated to create grading rubrics to make data more comparable for students year to year and better track student growth and consistently saw significant growth in students’ scores on STAR tests and in their writing samples after their learning in my classroom
- Ran an after-school intervention program open for all students on campus who needed extra help with their writing assignments or CAHSEE preparation
- Helped our school earn a 6-year accreditation from WASC through my active participation in the process, contributions to our Action Plans, observations of my classes, and interviews with the WASC visiting committee
- Served as Advisor to the Poetry Club: published an anthology of students’ poetry, organized many fundraisers and weekly pizza lunch meetings, collaborated to have a semi-annual Poetry Slam on our campus

### 2002-2003 *English and Reading Teacher, Strathmore High School*

- Taught college preparatory English to both juniors and seniors and Reading Enrichment to freshmen and developed meaningful rapport with students
- Designed creative lessons that covered the State Standards using backwards design principles
- Coached a successful Academic Decathlon team and advised the Freshman Class

## PRESENTATIONS

April 1 and April 8, 2016, “Excellence or Bust!” Open Campus Event, Sycamore Valley Academy, Visalia, CA

- “Principles to Practices of Restorative Justice” and “Principles to Practices of Gifted Education for All”

March 15, 2016, California Charter Schools Association (CCSA) Annual Conference, Long Beach, CA

- Breakout Session- “The 99 Accelerator: A Cohort Model for Scaling Growth”

March 15, 2016, California Charter Schools Association (CCSA) Annual Conference, Long Beach, CA

- Breakout Session- “Smart Strategy: Building the Future Today”

January 9, 2016, ACSA Curriculum & Instructional Leadership Academy, Visalia, CA

- Presenter, day long training- “21<sup>st</sup> Century Skills and Standards”

February 6, 2016, “Excellence or Bust!” Open Campus Event, Sycamore Valley Academy, Visalia, CA

- “Excellence is Equity”

November 5, 2014, Charter Schools Development Center (CSDC) Fall Leadership Update, Irvine, CA

- Panel Member- “What I Wish I Had Known: Lessons Learned from Year 1”

November 4, 2014, Charter Schools Development Center (CSDC) Fall Leadership Update, Irvine, CA

- Big Ideas Keynote- “For All: Applying Best Practices in Gifted Education Across the Achievement Spectrum”

March 4, 2014, California Charter Schools Association (CCSA) Annual Conference, San Jose, CA

- Breakout Session- “Board Governance and Accountability: Tools for Success”

March 11, 2013, California Charter Schools Association (CCSA) Annual Conference, San Diego, CA

- Breakout Session- “Developing Sound and Defendable Charter Petition Budgets”

## CREDENTIALS

Preliminary Administrative Services Credential

Professional Clear Single Subject Teaching Credential (English)

## MEMBERSHIP

Association of California School Administrators (ACSA)

California Charter Schools Association (CCSA)

California Association for the Gifted (CAG)

Charter Schools Development Center (CSDC)



# Tiffany Andrews

tiffany.a.andrews@gmail.com  
Cell: (801) 792-6698



## Education

**Brigham Young University**, Bachelor of Science, Early Childhood Education  
04/2011 • GPA: 4.0; earned Dean's list honors  
**Boston University, School of Education, Boston, MA**  
• GPA: 3.96, full tuition Presidential Scholarship  
**Olympus High School, Salt Lake City, UT**  
• GPA: 4.0, Valedictorian, Utah Sterling Scholar State Finalist

09/06-12/08

06/2006

## Work experience

**Project Based Learning Coach, Sycamore Valley Academy, Kindergarten-8th grade,** 08/16- Present

- Leading grade level teams in creating powerful developmentally appropriate and engaging project based learning, educational units
- Creating assessments, rubrics, surveys, and student reflections for projects
- Coaching of explicitly teaching and assessing 21<sup>st</sup> century skills (collaboration, communication, critical thinking, creativity etc.)
- Infusing projects with engaging gifted education content/tools (icons of depth and complexity, thinking strips, differentiation etc.)
- Facilitating community outreach and developing community partnerships

**Teacher, Sycamore Valley Academy, 1st and 2nd grades, Visalia, California** 08/13-06/15

- Created a loving, collaborative, and nurturing learning environment where children felt safe and supported. Offered socio-emotional instruction and conflict resolution skills
- Facilitated development of the whole child through developmentally appropriate, hands-on learning activities supporting a variety of learning styles and meeting the needs of diverse learners
- Led engaging, authentic, and powerful project based learning for young children
- Conducted differentiated small group and individual learning opportunities to ensure all students reach their potential
- Employed multiple methods of assessment including reflective portfolios and used proactive strategies to consistently fine-tune and improve instruction methods
- Maintained parent communication with weekly newsletter, and weekly class website updates
- Participated in extensive staff training in project based learning, principles of gifted education, differentiation, developmentally appropriate, hands-on math instruction and more.
- Presented at the Tulare County Office of Education 21<sup>st</sup> Century Museum night as a Project Based Learning advocate

**Teacher, Chaparral Elementary, 2nd grade, Gilbert, Arizona** 08/12-05/13

- Facilitated student learning through developmentally appropriate, hands-on learning activities supporting a variety of learning styles and meeting the needs of diverse learners
- Collaborated with Professional Learning Communities
- Maintained parent communication with weekly newsletter, and weekly class website updates

**Teacher, Hobbie Creek Elementary School, 3rd grade, Mapleton, Utah** 08/10-05/12

- 100% of students passed end of year test with at least a proficient score for both language arts and math (increase of over 30% from previous year)
- 92% of students scored at a mastery level for mathematics on the end of year tests
- Facilitated student learning through developmentally appropriate, hands-on learning activities supporting a variety of learning styles and implemented a balanced literacy program with extensive writing emphasis
- Collaborated with Professional Learning Communities, implementing grade level reteach, and review

**Youth Development Specialist, Boys and Girls Club of Utah County** 04/09-09/09

- Led a class of 15 first and second grade children daily and planned and implemented lessons regarding music and movement, art, healthy habits, positive social interaction, and computer literacy

## APPENDIX A – FOUNDER’S RESUMES

**Resident Assistant, Boston University, Office of Residence Life** 08/07-12/08

- Provided support and assistance to a floor of 51 freshman residents, was recognized as a superb role model, peer advisor, and resource for students, and received extensive training in leadership, communication, teamwork, and management

**Nanny and Respite Worker for Child with Special Needs, Salt Lake City, UT** 12/06-08/10

- Cared for a child with autism age 7, planning and implementing learning activities and participated in training for working with at-risk and special needs children

### Classroom experience

**Practicum/Student Teaching: Riverview Elementary, 2nd grade; Hobbie Creek Elementary, Kindergarten** 02/10-05/11

**Brigham Young University, Lab Preschool, Provo, UT** 01/09-03/09

- Acted as a teacher’s assistant and planned and implemented a learning center and an interactive literature activity (fifteen hours per week)

**Volunteer with Horizons for Homeless Children, Boston, MA** 06/08-12/08

- Volunteered weekly in a preschool classroom for homeless children, preparing and leading age-appropriate activities, games, and projects, promoting positive social interaction among at-risk children

**Boston University, Early Childhood Learning Lab, Boston, MA** 01/08-05/08

- Analyzed the language growth and emergent literacy of a particular child one hour per week

**Alcott Elementary School, Boston, MA** 01/07-04/07

- Spent one day a week in a first grade class facilitating learning with individuals and small groups and implemented a self-designed website in the classroom

### Noteworthy

- |  |   |
|--|---|
| ◦ Boston University School of Education (SED)        | ◦ Early Childhood Educators Club                  |
| ◦ Executive Board Member                             | ◦ Boston University LDSSA President and Secretary |
| ◦ Boston University SED Student Union Representative | ◦ Recipient of Dean Dewey Book Award              |
| ◦ Boston University SED Dean’s Host                  | ◦ Phi Kappa Phi Member                            |

## APPENDIX A – FOUNDER’S RESUMES

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Tulare, CA 93274

(559) 688-8723  
geraldLbenton@yahoo.com

# Gerald Benton

## Experience

1998 - 2006 <b>Superintendent</b>	Tulare High School District	Tulare, California
1990 - 1998 <b>Assistant Superintendent, Business</b>	Tulare High School District	Tulare, California
1989 - 1990 <b>Principal</b>	Tulare High School District Tulare Western High School	Tulare, California
Was assigned to lead the school through a difficult transition and to guide them through an accreditation.		
1987 - 1989 <b>District Administrative Special Assignment</b>	Tulare High School District	Tulare, California
Worked with superintendent and assistant superintendent on construction and maintenance projects, learned the business operations of the district and handled all classified personnel matters.		
1980 - 1987 <b>Principal</b>	Tulare High School District Tulare Western High School	Tulare, California
1974 - 1980 <b>Assistant Principal</b>	Tulare High School District Tulare Western High School	Tulare, California
1970 - 1974 <b>Teacher</b>	Tulare High School District Tulare Union High School	Tulare, California

## Education

1970 - 1973 Masters Degree and Administrative Credential	University of California, Santa Barbara	
1967 - 1970 Leaving Rank – First Lieutenant	United States Army	
1966 - 1967 Teaching Credential	University of California, Santa Barbara	
1962 - 1966 Major: History Minor: Mathematics	Whittier College	Bachelors Degree

## Hobbies

Motorcycle riding, classic cars, reading, adventure travel, gardening, tennis, golf

## Erin C. Davis

1815 S. Teddy St. • Visalia, CA • 93277 • (559) 553-2903 • e.daviscommunications@gmail.com

**Davis Communications Group, Visalia, CA**

July 2009 - Present

*Principal, Owner:*

### Current Clients

- Central Valley Farmland Trust, *Elk Grove, CA*: Communications and fund development consultant and serve to execute board and staff approved communications and fundraising plans. Three annual newsletters(8pgs), Annual report, all collateral design and content generation, social media planning and management, creation of annual giving program and event marketing. Relationship development with funders and corporate partners. (Aug 2012-current)
- El Rio Reyes Conservation Trust, *Sanger, CA*: Communications, conservation and fund development consultant and serve to execute board approved programs and initiatives for outreach, conservation, and fundraising. Two annual newsletters (4pgs), development of conservation program and liaison to outside funders, agencies, and landowners, project procurement, all outreach, year-end appeal, and minor administrative duties. (March 2012-current)
- California Council of Land Trusts, *Sacramento, CA*: Grant writer with the goal of garnering \$300,000 for the second year of client's Conservation Horizons Initiative. Responsible for prioritizing grant prospects, making contact with grantors, developing and submitting all grant applications to meet funding goal. (January 2016 – current)

### Past Clients

- Sacramento Farm Bureau, *Sacramento, CA*: Provided comprehensive Communications Plan, Editorial Content Calendar, and Board of Directors Plan Matrix for execution, evaluation, and target tracking. (January 2016-April 30, 2016)
- Neighborhood Church, *Visalia, CA*: Fund development consultant on Houston Neighborhood Park building project. Hired to design major donor plan to raise remaining budget needed of \$120,000 to open park in September 2015. Goal achieved and the park opened on September 12, 2015. (April 2015-July 2015)
- California Rangeland Conservation Coalition, *Davis, CA*: Website Redesign Project through procured grant funding. Content generation, site navigation, payment terminal and design oversight. (May 2014-October 2104)
- DC Lacy Excavating, *Paso Robles, CA*: Strategic Planning 5-YR Model, Business Profile and Image Development. Logo and professional image package, website plan, public relations messaging, talking points and strategic plan. (July 2014-October 2014)
- Envie Boutique, *Visalia, CA*: Website redesign oversight, content generations, imagery, navigation and online shopping cart. (August 2014-October 2014)
- Various freelance writing clients – feature articles

## APPENDIX A – FOUNDER’S RESUMES

### EMPLOYMENT:

**California Rangeland Trust**, Sacramento, CA

Jan 2006-June 2009  
*Client* July 2009-Feb 2011

#### *Director of Communications*

Public Relations: Monthly feature conservation article for industry publications photography, press releases, board and staff talking points and organizational message development, maintain media personnel and reporter contacts. Creation of tri-annual newsletter with sole responsibility of content and design with a distribution of 6,000 via US Postal Service and 2,000 online viewers. All organizational collateral pieces, brochures, event booth materials, internal and external factsheets on programs and services and power point presentations for board and staff. Imagery and text to promote programs and services in various industry, mainstream and environmental publications and at events. Produce annual report including financial report narratives, content and imagery for publication.

Social Media: Manage and create online image, develop brand of organization through technologically robust website and Facebook page and content. Management of \$15,000 website development project, all maintenance and updating of website, and email marketing system.

Events: Responsible for planning and execution - average of three events per year, ranging in attendance from 100-450. All related collateral, sponsorship, promotion and logistics.

Fundraising: Assisted in designing and implementing annual giving program that reached goal of \$30,000 in revenue in the first year. Grant writing and assisting, successfully acquiring awards ranging from \$10,000 to \$150,000. Messaging and content creation for six annual solicitations reaching annual target goals from \$10,000 to \$30,000. Creation of fundraising collateral materials including imagery and content.

**California Cattlemen’s Association**, Sacramento, CA

#### *Director of Public Relations and Events*

Nov. 2004-Dec. 2005

##### Public Relations:

- Responsible for layout and content of monthly newsletter with a circulation of 2,500. Design monthly advertising and all aspect of printing materials.
- Editor of the *California Cattlemen Magazine* with a circulation of more than 5,000, publishing 11 issues annually - all editorial content, developing editorial calendar, budgeting proofing of all editorial and advertising pages in magazine.
- Creating, developing and maintaining media contacts throughout the state.

##### Marketing:

- Aid in the development of member and program promotional materials and staff membership drives.
- Principal staff liaison for the Allied Industry Council, Beef Quality Assurance & Care Committee, Convention Committee and the California Young Cattlemen Committee (YCC).
- California State Coordinator for Beef Quality Assurance in charge of coordinating development of program materials, certifications, and administration
- Facilitate CCA’s participation and promotion at industry events.

##### Event Planning:



## APPENDIX A – FOUNDER’S RESUMES

- Responsible for all CCA event planning including creation, development and follow thru on all aspects and logistics - minimum of four events per year with attendance ranging from 100-1,000.

### **American Simmental Association, Bozeman, MT**

*Information and Media Specialist*

Jan. 2003-Oct 2004

#### **Public Relations:**

- Responsible for the creation and distribution of national and region specific press releases for organization.
- Developed and maintained media contact database that included national and regional agricultural media.
- Acted as a liaison between 43 State Associations and the National Headquarters for the cost share advertising and check off dollar programs.
- Monthly member newsletter design and distribution.

#### **Marketing/Events:**

- Developed and managed the national advertising program with an annual budget of \$75,000.
- Responsible for the Website content creation and layout design.
- Staff Chair for Growth and Development Committee - annual budget preparation, forecasting, and allocation.
- Junior program promotion.

#### **Field Work:**

- Artificial Insemination of females and calving assistance for the Carcass Merit program herds.
- Performed ranch visits with landowners.

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## **EDUCATION:**

**The Fundraising School, The Center on Philanthropy at Indiana University** Sept. 2006  
Principals and Techniques of Fundraising, San Francisco  
3.2 continuing education course credits

**California Polytechnic State University, San Luis Obispo, CA**  
B.S. Agricultural Sciences, concentration in Animal Science June 2002

M.S. Agricultural Sciences, concentrations in Communications Dec. 2003  
and Animal Science. Coursework complete, thesis defense pending

## **COMPUTER/WEB SKILLS:**

Microsoft Office Suite; Giftworks and donor management, DonorPerfect Forms, Adobe: InDesign, Illustrator, Photoshop; Interspire: Email Marketer, Constant Contact, Vertical Response Suite, E-Commerce, Web Editor; Interspire, WordPress and Wix, Paypal Website Payments Pro, Facebook, Twitter, and LinkedIn, Google Analytics.

## APPENDIX A – FOUNDER’S RESUMES

### SHAUNA DOLIN

2146 S Jacob St, Visalia CA 93277 | M: (559) 786-0180 | E: [sdolin@sycamorevalleyacademy.org](mailto:sdolin@sycamorevalleyacademy.org)

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#### EMPLOYMENT HISTORY & PROFESSIONAL EXPERIENCE

##### Administrative Assistant (to the Principal/Superintendent)

*Sycamore Valley Academy, Visalia CA*

*07/2015-Present*

- Ensures proper maintenance and security of confidential personnel files for compliance and risk management.
- Tracks employee leave requests, including logging used sick leave and arranging for substitutes when necessary.
- Maintains and develops the substitute teacher/ aide lists.
- Registers staff for assigned trainings and makes travel arrangements for staff.
- Accurately enters data for hourly payroll processing on a monthly basis.
- Assists with the Open Enrollment process for staff benefits annually.
- Maintains the security of school records for staff and students.
- Assists with Accounts Payable- prepares purchase orders and invoice batches, correctly coding items for accurate accounting.
- Places orders for school materials, following protocols for approval.
- Reviews Field Trip plans and paperwork for completion and arranges for bus transportation as needed and approved.
- Maintains and develops the Field Trip budget tracking.
- Organizes documents and stores them for easy retrieval.
- Answers questions regarding classes, activities, or programs, refers people to other sources of information.
- Operates office machines and computer software used at SVA.
- Types confidential materials such as letters, reports, bulletins, announcements, memorandums, and other documents.
- Composes letters dealing with routine school activities independently or from oral or written instruction, such as save-the-date reminders, directions for parents, or invitations to school events.
- Helps make arrangements for and coordinates school and community activities.
- Monitors the safety and security of students and assists students who are ill or injured, as needed.
- Communicates effectively with Students, Parents/Guardians, Visitors, Teachers and Administrative Staff.
- Helps the SVA staff maintain a respectful, safe, and nurturing learning environment.
- Screens office visitors and telephone calls for routing to the proper areas.
- Performs other related duties as assigned.

##### Project Technician II

*Self-Help Enterprises, Visalia CA*

*02/2012-01/2015*

- Marketing Committee member:
  - Design brochures, fliers, newspaper ads, postcards, etc. for public distribution
  - Track successes, opportunities and cost
  - Communicate with County/City Partners regarding marketing opportunities
- Development, design, and staff training of the Encompass® Training Handbook for Loan Processors
- Form creation/revision
- Grant application binder designer and developer
- Loan processing, file set-up, and close-out or terminate files
- Weekly, monthly, quarterly, semi-annual, and annual reports
- Procedure development, updates and maintenance
- Front office coverage – phones, greet visitors, mailroom, supply orders, etc.

##### Assistant Branch Manager

*Westamerica Bank (formerly County Bank), Tulare CA*

*10/2008-02/2012*

- Run branch operations in the absence of the Branch Manager
- Staff counseling for underperformance with positive and constructive feedback
- Write up performance appraisals, both introductory and annual
- Assist in supporting the overall success of the branch
- Staff mentor, trainer, and tracker of individual growth
- Create and lead monthly staff meetings
- Team building and development

## APPENDIX A – FOUNDER’S RESUMES

### Operations Supervisor

*Washington Mutual Bank, Tulare CA*

*06/2008-10/2008*

- Motivate Tellers to meet referral goals
- Meet with the Branch Manager and Assistant Branch Manager weekly to discuss teller successes, sales and referral goals, and overall development of the branch

### Licensed Personal Financial Representative

*Washington Mutual Bank, Tulare CA*

*08/2005-06/2008*

- Organize/coordinate events and business mixers
- Train and mentor new and existing employees to help meet referral goals
- Assist in coordinating branch teller meetings
- Lead branch meetings and introduce products to employees
- Open investment, business, and personal accounts

### Training Delivery Specialist

*Washington Mutual Bank, Northern California Region*

*08/2003-08/2005*

- Train new and existing Washington Mutual employees for their role in the financial center
- Create learning tools and games to help with knowledge retention
- Keep current with bank policy and procedure
- Observe classes and complete reviews for fellow trainers
- Submit feedback on new curriculum presented

### Teller and Senior Teller

*Washington Mutual Bank, Tulare CA*

*01/2001-08/2003*

- Customer account maintenance and balancing
- Cash drawer and check balancing
- CAN! (Committed Active Neighbors) Volunteer Program leader/participant
- School Savings Program coordinator

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## VOLUNTEER ACTIVITIES

Play Director – Tulare Encore Theatre Company, "Stages" Youth Program (grades 2<sup>nd</sup>-12<sup>th</sup>)

Stage Performer/Actor – Tulare Encore Theatre Company

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# Leila Alejandra Gates-Wai

## PROFILE

Patient and caring professional experienced in Early Childhood Development and Special Needs. Adaptable, dependable, skilled at multi-tasking in a variety of settings and passionate about Education.



559-936-6758



leilagateswai@gmail.com



www.linkedin.com/in/leilagw



4030 W. Ashland Ave.  
Visalia, CA 93277

## EDUCATION

### Brandman University

Master of Arts in Teaching  
Single Subject Credential  
In progress

### Fresno Pacific University

Bachelor of Art in Early  
Childhood Development  
December 2014

### College of the Sequoias

Associate of Art in Business  
Management  
December 2010

## SKILLS

Bilingual in Spanish &  
English  
Lesson Planning  
Outreach  
Research  
Teamwork  
Computer Skills

## WORK EXPERIENCE

### Enrichment Teacher – Spanish Language August 2015 - Present

SYCAMORE VALLEY ACADEMY, VISALIA, CA

- Manage, instruct, and guide student toward growth in learning Spanish
- Design, pace, and provide meaningful learning experiences for students
- Work with Core Academic Teachers to complement the thematic learning unit or core academic content with thoughtful enrichment experiences
- Contribute to create an excellent program and positive school culture

### Home Educator – Head Start Program August 2014 – August 2015

TULARE COUNTY OFFICE OF EDUCATION, VISALIA, CA

- Oversee 12 individual students and meet with them one-on-one
- Educate and guide parents on social and emotional health, nutrition and at home educational activities
- Create a positive learning environment to prepare preschool aged children for Kindergarten
- Organize classroom socials and field trips for parents and students

### Behavior Therapist

April 2014 – August 2014

PACIFIC CHILD & FAMILY ASSOCIATES, CENTRAL VALLEY, CA

- Provide individualized behavioral interventions based on applied behavior analysis (ABA) principles to individuals with autism and/or developmental disabilities
- Model and Teach communication skills, social skills, self-help skills, and play skills
- Plan educational activities
- Educate parents on applied behavior analysis principles and data collection

### Commercial Lines CSR

August 2005 – June 2014

DG INSURANCE AGENCY, VISALIA, CA

- Greet and assist customers by creating a welcoming and informative experience.
- Request and process policy endorsements. Process new policies.
- Maintain an organized and efficient office. Prepare correspondence with minimal errors while multitasking on a variety of assignments.
- Prepare invoices and collect payments.



**Jesus Pelayo, MBA, LEED AP**  
**Principal Architect**

Mr. Pelayo's project delivery experience is very diverse, ranging from traditional design build to fast track building approaches, and encompassing varying building types across a multitude of market sectors. Mr. Pelayo has also had the opportunity to study internationally and travel across the world, giving him a unique perspective in his client service model.



**HEDRON**

architecture,  
design,  
& consulting

**Education:**

Master's of Business,  
Craig School of Business at California  
State University, Fresno, CA

Bachelor of Architecture,  
California State University,  
San Luis Obispo, CA

Architecture Study Abroad Program,  
Florence, Italy

**Licenses:**

State of California, Registered Archi-  
tect, C29060

LEED AP, BD+C

Certified Emergency Service Profes-  
sional, California Governor's Office of  
Emergency Services,  
ID 74705

**Employment:**

Teter: 1999-2014

Jim Aiken, Architect: 1998

Darden: 1998

**Professional Affiliations:**

American Institute of Architects

Rotary International

Kiwanis Bilingual

Alta District Historical Society

**Experience (partial):**

**Energy Sector**

**Chevron**

Bakersfield Office Headquarters

Tenant Improvements, Various

Concept and Feasibility Studies, Various

Security Enhancement Project

Canopy Addition

Parking Expansion Project

Control Building, 17z Gas Plant

Control Building, 13-D, Coalinga

Control Building, St. 1-09 Lost Hills

Laboratory, St. 13D

Laboratory, St. 2-22

Laboratory Study, St. 1-09

Training Center, Kern River

Data Center, Kern River

SJV Energy Center, Major Capital Project

**Occidental Petroleum**

Tenant Improvements, Various

**Private Sector**

**Aetna**

Fresno Office Campus Renovation

Kern County Employee Retirement Assoc.  
Administration Office Building

**Kern Schools Federal Credit Union**

Corporate Office Tenant and Site Improvements

**Buckman Mitchell Insurance**

Corporate Office at City Center Park

**Tuscan Village**

Office Building Complex Development

P.O. Box 201  
Dinuba, CA  
93618

t: 559-799-9170  
w: hedron-arch.com



**Jesus Pelayo, MBA, LEED AP**  
Principal Architect



**Experience, continued (partial):**

**Industrial Sector**

Paramount Citrus  
Administration Office and Cafeteria Building

Land O' Lakes  
Office and Facility Renovation

**Military Sector**

Lemoore Naval Air Station  
Hangar Modification and Addition

US Army Corp of Engineers  
Milt Brandt Hatchery and Visitor Ctr Renovation

**Public Sector**

Delano Union School District  
New Gymnasium and Classroom Building  
Administration Building Remodel  
Campus Masterplan  
Parking Lot Addition

Riverdale Unified School District  
District Administration-Community Center

Cutler-Orosi Unified School District  
Orosi High School Office and Classrooms  
Palm Elementary Multi-Purpose Bldg.  
Campus Modernizations, various  
Campus Portable Additions, various

Visalia Unified School District  
Green Acres Multi-Purpose Building  
Divisadero Multi-Purpose Building  
Green Acres Locker Room Building  
Campus Modernizations, various  
Campus Portable Additions, various

Golden Valley Unified School District  
Ranchos Middle School Site Masterplan

California State University, Fresno  
Swimming Facility Complex

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93618

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w: hedron-arch.com

**Kelly H. Theofanis**

5545 SW Seymour St., Portland, OR 97221 • (310) 713-1525 • kelly.theofanis@gmail.com

**EDUCATION**

**University of Southern California, Marshall School of Business** Los Angeles, CA  
*Master of Business Administration* May 2010

- Marshall Net Impact: Vice President, Initiatives in Social Enterprise; Lead Career Coach
- Brittingham Social Enterprise Lab Summer Subsidy 2009 Award Recipient

**Yale University** New Haven, CT  
*Bachelor of Arts, English* May 2004

- Yale Intramurals: Coordinator, 4 years, awarded Wesley M. Oler Prize at graduation for outstanding contribution to Morse College athletics

**EXPERIENCE**

**EdTec, Inc.** Los Angeles, CA  
*Director of Client Management* July 2010 – present

Manage a portfolio of charter schools across California, serving as each school’s finance lead and main point of contact for cross-functional outsourced business and development support services

- Train new employees, school leaders, and boards of directors on charter finance and operations
- Support development and launch of new charter schools
- Grow client base for Los Angeles office as part of sales and marketing team

**Green Dot Public Schools** Los Angeles, CA  
*Education Pioneers Summer Fellow* June – August 2009

Developed a data-driven performance management tool used throughout the organization to measure, analyze, and communicate Green Dot’s progress towards achieving its strategic goals.

- Partnered with senior staff to develop the architecture and guidelines for developing 3 management dashboards to quantify performance at the home office, school, and enterprise levels
- Facilitated workshops, interviews, and secondary research efforts to build stakeholder agreement on the most relevant metrics and establish clear ownership for each measure
- Delivered 3 sets of approximately 30 stakeholder-vetted metrics for each dashboard, which were approved for immediate implementation by the executive team

**NPO Solutions** Studio City, CA  
*Consultant* 2005 – 2008

Managed client initiatives in strategic planning, leadership training, resource development, and organizational analyses in the nonprofit sector. Exceptional performance resulting in 4 raises in 3 years.

- Increased productivity 38% by building the firm’s capacity to serve larger, more complex clients
- Developed 6 strategic plans, working in collaboration with executives and key constituents
- Designed an original assessment tool for measuring nonprofits’ progress in achieving mission
- Conceptualized and structured an internal communications plan for a client, including an online learning/collaboration environment
- Facilitated training sessions in board governance, fundraising, and business fundamentals
- Raised over \$2.6M through grantwriting (public and private sector), capital campaign design and implementation, and feasibility studies

**Marketshare Partners** Los Angeles, CA  
*Marketing Intern* 2004 – 2005

Supported executives in launching a boutique marketing firm

- Researched competitive and industry data to inform and support marketing and business decisions for 10 clients in diverse industries



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## Claudia L. Van Groningen

1504 W. Myrtle Ave.  
Visalia, CA 93277

### Education

#### University of California, Berkeley

Bachelor of Science, Conservation and Resource Studies, 2012

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### Experience

#### Operations Director

Sycamore Valley Academy, Visalia, CA, March 2015 to present

- Contribute to the strategic thinking of the school leadership in collaboration with administrative team.
- Develop and maintain positive public relations for the school within the community, promoting and publishing the school in the community.
- Develop and execute annual fundraising plans within the organization’s strategic plan.
- Assist in the development and facilitation of student recruitment and marketing plans.
- Use website, email marketing, social media, and print means to communicate with external and internal audiences. Manage web content.
- Secure financial support and maintain positive donor relations.
- Advise on processes and systems for efficient, scalable management of the organization.
- Collect and maintain records of projects and events using a variety of media.
- Provide administrative support to the Principal/ Superintendent and Vice Principal.
- Manage grant-funded projects.
- Provide technological support and coordination for school site. Advise team on technology purchasing.
- Act as administrator for Google domain and devices, data network, and web filtering service.
- Attend Board meetings, inform Board of school operations and prepare meeting records.
- Coordinate school and community activities/ events.
- Help staff maintain a respectful, safe, and nurturing learning environment.

#### Office Manager

WJV Acoustics, Visalia, CA, October 2014 to present

- Perform all aspects of general office management
- Provide accounting services including payroll using QuickBooks Pro
- Maintain client database
- Write and edit proposals and technical reports
- Manage webpage content
- Maintain corporate records
- Assist in acoustical data collection

#### Project Manager and Grant Writer

Urban Tree Foundation, Visalia, CA, August 2012 to May 2014

- Secured project funding by writing successful grant proposals
- Administered grants including documentation and reporting
- Managed landscape construction projects from concept to completion
- Contributed to community event planning and organized volunteers
- Interfaced between various stakeholder groups
- Developed and executed environmental education curriculum for school aged audience



## APPENDIX A – FOUNDER’S RESUMES

### **Undergraduate Research Apprentice**

University of California Bee Biology Laboratory, Berkeley, CA, January 2011 to May 2012

- Collected specimens and data in the field according to project sampling protocols
- Generated field logs and catalogued data with extensive use of Excel and Access
- Performed specialized laboratory and greenhouse procedures according to research protocol
- Assisted in organization of community outreach events
- Conducted educational presentations for a variety of audiences including elementary classes

### **Conservation and Resource Studies Peer Mentor and Reader**

Department of Environmental Science Policy and Management, UC Berkeley, CA, August 2011 to December 2011

- Worked closely with students of various backgrounds and interests
- Guided students in creation of their major area of interest statements for departmental review
- Provided writing critiques and editing of student work
- Functioned as a liaison between students and faculty

### **Assistant Field Biologist**

Hansen's Biological Consulting, Visalia, CA, January 2010 to August 2010

- Executed native plant restoration and remediation projects in the field
- Conducted wildlife and botanical field surveys and prepared detailed records of findings

### **Account Manager**

Mill Creek Management, Inc. Visalia, CA, January 2007 to August 2008

- Mediated tenant and landlord disputes using creative conflict resolution skills
- Successfully interfaced with community members from a variety of backgrounds
- Performed accounting tasks and maintained accurate records for over 30 accounts under strict deadlines using Excel and Tenant Pro software

### **Skills**

- Computer skills -PC, Mac, web
- Microsoft Office Suite, Adobe Creative Suite, QuickBooks
- Google for Education solutions and Google domain administration
- Strategic communications and outreach
- Research and data collection

## Alejandra Yado

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### CREDENTIALS

May 2016 Professional Clear Multiple Subject Credential, English  
Learner Emphasis and Early Childhood Emphasis

### EDUCATION

Aug 2012-Dec 2013 California State University, Fresno  
Multiple Subject Teaching Program

Aug 2010-May 2012 California State University, Fresno  
Bachelor of Arts, Liberal Studies

Aug 2007-May 2010 College of the Sequoias  
Associate of Arts, Elementary Teacher  
Preparation

### STUDENT TEACHING EXPERIENCE

Aug 2013-Dec 2013 **Final Student Teaching**, Third Grade,  
Structured English Immersion, Michelle  
Machado, Lincoln Elementary School, Tulare  
City School District

Jan 2013-May 2013 **K-3 Student Teaching**, First Grade, Diane  
Nolan, Roosevelt Elementary School, Tulare  
City School District

Aug 2012-Dec 2012 **Initial Student Teaching (4-6)**, Sixth Grade,  
Jillian Hanson, Alice G. Mulcahy Middle  
School, Tulare City School District

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**TEACHING EXPERIENCE**

August 2014-Present	First and Second Grade Core Academic Teacher, Sycamore Valley Academy, Visalia, CA
Sept 2012-June 2014	Substitute Teacher, Tulare City School District
Sept 2009-Feb 2014	K-12 Literacy Tutor, Sullivan Learning Systems Inc. (seasonal position, worked every year); based in Fresno, CA-assigned to Visalia, CA
Jan 2010-Aug 2010	Program Leader, H.E.A.R.T. Afterschool Program, Visalia, CA
Feb 2009-July 2010	Migrant Tutor, Butte County Office of Education-assigned in Visalia, CA

**PROFESSIONAL GROWTH**

April 2016	Guided Reading Grades K-2
September 2015	-What’s My Place? What’s My Value? -Antecedent Based Interventions & Structured Environmental Supports -The Incredible 5-point Scale & Other Self-Regulation Strategies
March 2015	Interactive Reading and Writing in the Classroom
October 2014	Trout (Salmonids) in the Classroom
August 2014	CAG Conference

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## APPENDIX A – FOUNDER’S RESUMES

July 30-Aug 1, 2014	Project Based Learning Classroom Implementation
Nov 2013	Kagan Staff Development Meeting
Feb 2013	Project Wild and Project Wild Aquatic
Feb 2013	Project Learning Tree Workshop

### **SPECIAL SKILLS**

Bilingual	Speak, Read and Write in Spanish
Computer literate	Microsoft Office, Google Drive, PowerSchool website

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## Kole Alexander Devereaux

1512 S. Cottonwood Ct, Visalia, California, 93277 | 559-901-1150 | koleloyes2020@gmail.com

### Objective

- For these next few months my Principal Mrs. Dutton, other members of the Founding Team, and I are going to be working on renewing Sycamore Valley Academy (SVA), and presenting another charter that will begin the new start of the new school named Blue Oak Academy (BOA). In order to do this we have to take the already written information in the old Charter and update it to the new standards and requirements that already occur at SVA. After we get SVA's renewal charter done we will move onto making a new, but similar, charter for Blue Oak Academy. This objective starts now and will continue on for a few months.

### Education

- Currently, I am at Sycamore Valley Academy. This year I am in the 8<sup>th</sup> grade and have Mr. Bigler as my homeroom teacher. I have only been at SVA for two years, but the time that I have, I have learned so much from everyone including teachers, staff, aides, and even my peers. If it weren't for all the work they did and the time they have devoted in helping me through my education I would not be where I am today. Also, based on all the other schools I have been to SVA has helped me improve the most in terms of academics and grades. I academically strive for a challenge to learn or adapt new ways of doing something. As a result of what I have learned, I have been able to connect different ideas, and create "Big Ideas" of lessons we have been studying lately. What I have learned so far I will carry on in my education for years to come.

### Skills & Abilities

#### PERSONEL SKILLS WITHIN SCHOOLS:

- When I am at school, it is a time to express myself and show what I can do. From the begging of first grade all the way to eighth grade, I have always struggled with my writing. Over time though the more I practiced and practiced I finally got the hang of it. Now I am proficient in writing essays like: argumentative writing, persuasive writing, personal writing, and just writing out informational essays. My writing has helped me by allowing me to look back on all my work and relating it to other topics.
- When it comes to helping out I'm there accepting any job that is given to me. I help as much as I can because I can show a good example, not only to the teachers/staff, but to my fellow peers. Many of my peers believe that I am a "Suck up" or "Teachers pet" because of how much I help out. Sometimes they get upset because I am put in a leadership position. That tells me though that I am showing myself as a leader and prove that I can be trusted. I'm glad that I have given the chances I have because it has taught me a lot and has showed that a good leader can change the future. I don't believe that a change can happen in an instant, but it can definitely be something we all can work on.



## APPENDIX A – FOUNDER’S RESUMES

### PERSONAL SKILLS OUTSIDE OF SCHOOL:

- Not only in school, but out of school I show my skills through anyway possible. One of the ways I help out of school is at my church. With our low amount of leaders we have, we do not always have someone who is able to run the technology in our “Tech Booth.” When I noticed that they didn’t have the resources to do it all the time I stepped up and created a group called, “Real Life Jr High Tech Team.” Being the leader of the group, my job is to make sure that what needs to be covered gets covered. Being a leader is important because they are the ones who need to look over the ones that they are in charge of.
- Something I love to do is play soccer. I have played soccer for three years and have enjoyed every year of it. I have met many different people while seeing people I already know. When I am not playing soccer I am usually am helping my brother’s coach or doing something to kill time. I like helping with soccer because it is both physical and emotional because it provides a challenging while moving constantly. Doing this has helped me because I have learned so much. This too occurs in baseball. I have been playing baseball for two years and again have learned a lot in terms of physical strength. In both sports if I’m not playing I’m helping. Especially, when it comes to helping in sports you learn more about coaching. Coaching ties in to being a leader. In sports a leader shows good sportsmanship and positive motivation.

### COMMUNICATION:

- Communication can be a vital piece in any operation. When someone or something needs something they rely on whoever gave them the task. For example, I am in a group called the U.S. Naval Sea Cadet Corps. The Sea Cadet program is a youth program of the Navy. We attend two days out of the month to a drill at the veterans building in Visalia, California. Within that group I am the ALPO (Assistant Leading Petty Officer.) My job is to make sure that my shipmates are following conduct and get things done when orders are appointed to me. Not only in the Sea Cadet’s but in my everyday life I get things done because I am told. When I am told to pass on the word I immediately do it so the task can get done.

### Outside Experiences

- In the fifth grade, at Linwood Elementary, I participated in student council. Along with my other class mates our job was to plan school events. We planned events like, recess organized games, parties, and free days, which was a day to do whatever we wanted. While at Linwood I got an award that recognized me as a leader of my class. This is what led me to continue to help in school groups to this very day.
- Another job I have spent a few years doing is helping my church whenever possible. This past Christmas and the Christmas of 2014 I helped my church with “Gateway to Christmas.” Gateway to Christmas is an event where family can come and enjoy different events like a bell performance by UPHS (University Preparatory High School), Christmas music by different people, creating cookies for the kids, and taking pictures with Santa himself. The picture booth where they were able to take pictures with the Clans I was able to produce the photos and give them to the families. Another job I offer to help with when I can is helping with the little kids. The ages I help with varies from 1<sup>st</sup> and 2<sup>nd</sup> to 4<sup>th</sup> through 6<sup>th</sup>. I enjoy helping with young kids because I can learn much from them and form a relationship with some. It’s nice for me to help out with other groups other than home and school because I get to meet new people and get to learn many new things.
- One last important group I have been in is the United States Naval Sea Cadet Corps. The Sea Cadet program is a youth program of the Navy which varies from ages 10-16. The goal of our program is to test your selves and achieve things as a team. Back in the summer of 2015 I went to a Sea Cadet Boot Camp which was my training that allowed me to continue in the program. I have been in the program four years and plan on continuing for a while. Within my division in Visalia, California, Flying Eagles Squadron, I am the ALPO (Assistant Leading Petty Officer.) My job is to assist the LPO and the CO (Commanding Officer) of the unit. I am also the Color Guard Captain. The unit and I do color guard at events all around Visalia and around the county. The program overall has taught me more about

## APPENDIX A – FOUNDER’S RESUMES

discipline and leadership. It has taught me both personal and life skills. If it weren't for the Sea Cadet program I wouldn't be where I am today.

## APPENDIX A – FOUNDER’S RESUMES

### Jocelyn Davila-Gonzalez

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[jdavilagonzalez@sycamorevalleyacademy.org](mailto:jdavilagonzalez@sycamorevalleyacademy.org)

### Experience

2015-2016

#### Bullying Prevention Club

- Myself and my classmates came up with the idea of creating a club and presenting to our peers and other students about the dangers in bullying. We wanted to prevent any and all bullying in our school and spreading the word of how we can avoid being hurt in a place we want to be safe.

2015-2016

#### Senior Day-

- Throughout 2015 and 2016 I have helped with the annual Senior Day at Mooney Grove Park. This event is where plenty of seniors go to Mooney Grove Park for a fun day. We as students help serving food, getting seniors drinks, and helping the booths that give out free things to the seniors.

2006-2016

#### Yearly Awards

- Since kindergarten I've received at least one award from my classes. These would include 100% attendance, Student of the Month, and Club winnings.

### Education

**Manuel F. Hernandez - Elementary School**

**Sycamore Valley Academy - Middle School**

### Awards

Kindergarten-Middle School

Monthly Awards 2006-2016





# **SYCAMORE VALLEY ACADEMY**

## **STRATEGIC PLAN**

### **2016-2021**

THIRD PLATEAU SOCIAL IMPACT STRATEGIES

JANUARY 28<sup>TH</sup>, 2016

## STRATEGIC PLAN 2016-2021



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**STRATEGIC PLAN**  
**EXECUTIVE SUMMARY**  
**2016-2021**



Three of the biggest national trends in education today indicate a momentous shift in the education system in the United States. First, gifted education has become less prominent in America's public schools. Fewer and fewer districts are holding schools accountable for serving high-achieving students, and the structures and systems in place to **effectively identify and serve gifted students** are failing them. Second, greater emphasis has been placed on developing students' **critical thinking and problem-solving skills**, which has been supported by the development, adoption, and implementation of Common Core State Standards (CCSS). And third, years of advanced research and experience have culminated to reveal the powerful impact of **social emotional intelligence** and interpersonal skills on students' academic achievement and success.

While we recognize the challenge in integrating all three components - Gifted Education, CCSS and social emotional learning (SEL) - we also realize that all three are essential for a high-quality approach to education in the 21<sup>st</sup> Century.

Sycamore Valley Academy (SVA) exists to challenge and inspire every individual at school (students, staff, and leadership) to experience their personal bests. SVA believes that what has been defined as best practice in educating gifted students, is actually best practice for educating *all* students. SVA's educational model offers a rigorous curriculum that combines CCSS with Gifted and Talented curricular and instructional tools for every learner, and supports students to develop grit, tenacity, and empathy in order to persevere and excel through challenges and opportunities. SVA recruits and develops teachers who are empowered to construct a holistic curriculum and educational experience that elevates and inspires all learners.

Over the last four years, SVA has accomplished several key benchmarks: our students are thriving academically, ranked number one of all Tulare County Districts/ LEA's in 2014- 2015 CAASPP scores; demand for enrollment is increasing as evident by a growing student waitlist; SVA family support is strong and visible; and local and state-level education leaders are paying attention and interested in collaboration, as demonstrated by a series of successful *Excellence or Bust* learning sessions hosted at SVA in the 2014-2015 school year, as well as a rising request for speaking engagements, presentations, and trainings by our Principal/Superintendent.

SVA is at an exciting and expansive stage of development. Recognizing the potential for growth and greater impact, SVA engaged in an extensive strategic planning process to articulate our vision for transformative change in education and to map out the necessary action steps to get there. Our planning process explored the following major areas:

1. **Improve efficacy in our instructional approach**, including the development and refinement of foundational components;



## STRATEGIC PLAN EXECUTIVE SUMMARY 2016-2021



2. **increase school quality**, including developing every child and staff to fulfill their personal bests;
3. **identify ways to serve more students** with an emphasis on increasing diversity and reaching underserved communities; and
4. empower SVA leaders to **impact the quality of education** more broadly.

At its core, the plan defines what success looks like for SVA. The plan provides focused direction on how to maximize our strengths and effectiveness as educators. The Strategic Plan is structured around achieving clear outcomes for students, instructional staff, education leaders, and families:

### STUDENTS

1. Comprise a diverse student body, comparable to the demographics of our community
2. Engage in the ongoing pursuit of learning and continuous process of growth
3. Are change-makers, leading transformation within their school and community

### INSTRUCTIONAL STAFF

4. Demonstrate excellence in curriculum and instruction
5. Report position sustainability and satisfaction
6. Contribute their talents and ideas to improve student outcomes

### EDUCATION LEADERS

7. Schools adopt SVA philosophies and practices to accelerate individual achievement and personal development
8. Local education leaders are advocates of SVA's vision and mission

### FAMILIES

9. Families partner with SVA to reinforce academic and social lessons in the home

This strategic plan is a blueprint for the future, but upon implementation, changes will undoubtedly be required. Adopting the plan indicates action and accountability, which will result in the growth and strengthening of this educational institution and organization. Ultimately, the result is many more children who are positively impacted by their educational experience, and a community transformed by the collective contributions of the leadership of this entity, its constituent staff members, and its graduates.

## STRATEGIC PLAN PROCESS OVERVIEW 2016-2021



### **PROCESS OVERVIEW**

To build a strong foundation for our strategic planning process we began by asking questions, listening, and synthesizing information. We spoke with individuals, staff, families, and community members to elicit their feedback on the current state of SVA and hopes for the future.

We formed a strategic planning Steering Committee (Steering Committee roster, page 47) which was comprised of a group of individuals with diverse perspectives and expertise in relation to SVA. Collectively, this group would act as a think tank at key points in the process. We also established a Core Team - a smaller subset of the Steering Committee - to be the driving force of the plan and ensure continued forward momentum throughout the process.

With the baseline information acquired and processes established, we began a multi-month strategic planning process structured around five key questions:

1. What are we ultimately working towards?
2. What are the specific outcomes we aim to achieve?
3. What is standing in our way?
4. What actions do we need to take in order to get there?
5. How will we measure our progress?

#### **1. What are we ultimately working towards?**

As a Steering Committee, we took a giant step back and asked ourselves the biggest questions: *What is the purpose of SVA? Why is it so critical that we exist?* Answering these questions collectively resulted in a new vision statement for SVA (page 7). The new vision statement captures what we envision for SVA students and staff in the long term, as well as our intended impact on education and the education community.

#### **2. What are the specific outcomes we aim to achieve?**

The design of effective strategies requires a clear understanding of desired results. With a long-term vision for the future of SVA and education, we embarked on defining the 3-5 year outcomes we aim to achieve within each of SVA's areas of influence<sup>1</sup>, which are defined as follows:

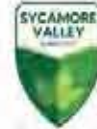
- **STUDENTS** - the students served at SVA or through SVA programming
- **INSTRUCTIONAL STAFF** - SVA Principal/Superintendent, Vice Principal, Teachers and Instructional Aides

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<sup>1</sup> Area of influence = the specific groups to which we focus our resources to generate impact.



## STRATEGIC PLAN PROCESS OVERVIEW 2016-2021



- **EDUCATION LEADERS** - Local school leaders, district leaders, elected officials, and education organization leaders
- **FAMILIES** (secondary<sup>2</sup>) - The parents and families of SVA students

The core outcomes and core goals generated for Students, Instructional Staff, Education Leaders, and Families (page 8) became our framework for strategy design.

Additionally, a comprehensive vision (vision statement, core outcomes and goals) supported the creation of SVA's Theory of Change (APPENDIX D). The Theory of Change articulates SVA's approach to realizing transformative change in education, outlining the required foundational components, commonly held beliefs, core activities, and short-term and long-term outcomes.

### 3. What's standing in our way?

Before jumping into strategy generation, we took time to digest the current state of the organization and the broader education landscape. Our SWOT analysis (page 10) and landscape research (APPENDIX A) provided qualitative and quantitative feedback to inform where SVA is strong, gaps in performance and functionality, relevant opportunities for the future, and external threats.

We also discussed and came to consensus on Critical Hurdles (page 14), defined as the set of key challenges that would need to be addressed in order to realize our common vision and goals.

Collectively, we now understood the reality of our current situation.

### 4. What actions do we need to take in order to get there?

Strategies define what we need to accomplish in order to realize our vision, core goals, and outcomes. Tactics are how we execute strategies. For each given outcome and core goal, the Steering Committee brainstormed effective, implementable strategies to be accomplished over a 3-5 year time horizon. The result was a Strategic Plan Outline (page 15).

Upon finalizing the strategies, the Core Team created sub-committees to brainstorm the tactical steps needed to effectively execute strategies. The result of their work is a full Tactics and Implementation Plan (APPENDIX C) including cost estimates and financial projections based on growth (page 27).

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<sup>2</sup>Families were designated as a secondary area of influence which means it is an area that SVA is committed to impacting, but will dedicate less resources to than the three primary areas of influence (students, instructional staff, and education leaders). The rationale is that most of families' needs will be met by meeting the needs of their students.

**STRATEGIC PLAN**  
**PROCESS OVERVIEW**  
2016-2021



**5. How will we measure our progress?**

Finally, in order for strategic plans to be actionable, there must be a mechanism by which to measure progress and identify inefficiencies. Key metrics (page 18) outline existing evaluation systems, as well as additional metrics and tracking methods that will help inform understanding of SVA's performance. Some of the metrics included are also powerful data points to share with key stakeholders and donors.

**STRATEGIC PLAN**  
**VISION 2021**  
**2016-2021**



The foundational philosophies, beliefs, and goals that are essential to SVA's identity and operations are captured in the following statements:

**VISION STATEMENT**

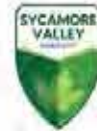
SVA models transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

**MISSION STATEMENT**

SVA provides a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Sycamore Valley Academy is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.



**STRATEGIC PLAN**  
**VISION 2021**  
**2016-2021**



**CORE OUTCOMES AND GOALS**

Over the next three to five years, SVA will be working diligently to impact students served at SVA, better support, empower, and develop all staff, and increase presence and leadership in the community to further SVA's best practices. Within each area, SVA will aim to achieve the following core outcomes and goals:

**STUDENTS** comprise a diverse<sup>3</sup> student body, comparable to the demographics of our community

**STUDENTS** engage in the ongoing pursuit of learning and continuous process of growth

**CORE GOAL:** 100% of students reach their individual, annual benchmarks for growth

**STUDENTS** are change-makers<sup>4</sup>, leading transformation within their school and community

**CORE GOAL:** Every year, our community and school is made better by our students' work

**INSTRUCTIONAL STAFF**<sup>5</sup> demonstrate excellence in curriculum and instruction

**CORE GOAL:** We retain 100% of our teachers demonstrating or progressing towards effectiveness and excellence

**INSTRUCTIONAL STAFF** contribute their talents and ideas to improve student outcomes

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<sup>3</sup> Diverse = Racially, ethnically, socio-economically, academically

<sup>4</sup> Change-maker = One who identifies real-world challenges or problems, creates a process by which to tackle such challenges or problems, implements creative, sustainable solutions, and reflects on their approach and results

<sup>5</sup> Instructional Staff = Principal/Superintendent, Vice Principal, Teachers and Instructional Aides

**STRATEGIC PLAN**  
**VISION 2021**  
**2016-2021**



**INSTRUCTIONAL STAFF** report position sustainability<sup>6</sup> and satisfaction<sup>7</sup>

**CORE GOAL:** 100% of instructional staff are empowered to create work-life balance

**EDUCATION LEADERS**<sup>8</sup> (schools) adopt SVA philosophies<sup>9</sup> and practices<sup>10</sup> to accelerate individual achievement and personal development

**EDUCATION LEADERS** (locally) are advocates<sup>11</sup> of SVA's vision and mission

**CORE GOAL:** Local district requires identification of gifted and talented students and provides avenues to pursue accelerated learning

**FAMILIES** partner with SVA to reinforce academic and social lessons in the home

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<sup>6</sup> Sustainability = Work-life balance; able to consistently provide best effort

<sup>7</sup> Satisfaction = Motivated and supported to continuously improve

<sup>8</sup> Education leaders = Local district leaders, elected officials, organization leaders

<sup>9</sup> Philosophies = Our guiding assumptions, theories, and principles

<sup>10</sup> Practices = Day-to-day instructional strategies; classroom and school systems

<sup>11</sup> Advocate = Represents SVA's values and goals, either through dialogue, decision-making or action

## STRATEGIC PLAN SWOT ANALYSIS 2016-2021



The **SWOT Analysis** consists of aggregate feedback from key stakeholders around SVA's current **Strengths, Weaknesses, Opportunities, and Threats**. Stakeholder feedback was gathered through nine in-depth conversations with select members of SVA staff, leadership, and Board of Directors, a two-hour staff meeting and a community town hall for families and community members.

Aggregating and analyzing their reflections and insights resulted in the following:

### **STRENGTHS**

- **Passionate teachers and staff** - Teachers and staff members are deeply invested in the success of SVA, demonstrated by long hours and extra efforts to exceed expectations and further student achievement.
- **Highly respected school leader** - Ruth is respected by her staff, the SVA community, and other local education leaders for her demonstrated expertise, capabilities, and drive.
- **Student-centered experience** - SVA focuses on the whole child and celebrates the individuality of every student creating a learning environment where students feel free to be themselves.
- **Exceptional instructional model** - SVA's multifaceted instructional approach and enriching content changes the way students think and is a standout among traditional public school offerings.
- **Empowered teachers** - Teachers enjoy the autonomy and high-quality resources provided, which enable them to develop curriculum, make decisions in the best interest of their students, and explore professional development opportunities.
- **Collaborative working environment** - Staff is supportive of one another, sharing resources and best practices; informal mentorships emerge between veteran staff and new teachers.
- **Tight-knit SVA community** - The time and energy required to successfully open and operate a new school engages a community of parents, teachers, and school leaders professionally and personally; the result is a learning environment where students feel known and cared for.
- **Happy and engaged parents** - Parents report that their specific needs and the needs of their children are met by SVA staff, and parents consistently pursue unique opportunities to be involved with their child's education.

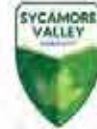
*"This is the best attempt I've seen in a K-8 to create truly student-centered education."*

*"I know my daughter is successful because she teaches me things."*

*"On a family event night at SVA, it's tough to find a parking spot."*



**STRATEGIC PLAN**  
**SWOT ANALYSIS**  
2016-2021



**AREAS FOR IMPROVEMENT (WEAKNESSES)**

- **Unsustainable teacher workload** – Teachers report that the level of customization, critical thinking, and creativity required to design and execute instruction within the given parameters of the workday and in a way that is transformative for students is not sustainable.
- **Insufficient support for new teachers** – Whether new to the profession or to the SVA instructional approach, less experienced teachers are overwhelmed and request more guidance to help navigate the open-endedness of instructional design and teaching strategies.
- **Incomplete measure of academic gains** – SVA does not yet have an assessment system that demonstrates students' academic achievement in a way that is clear and compelling and incorporates both quantitative and qualitative data.
- **Ineffective or inconsistent implementation of Restorative Justice** – Despite widespread belief in the philosophy and approach, its efficacy of Restorative Justice is unclear; teachers are unaware of what goes on "behind the scenes" and parents perceive inconsistencies.
- **Lack of diversity in SVA network** – The current network does not reach families in underserved, Spanish-speaking communities limiting the diversity of students we serve.
- **No organizational reporting structure** – The closeness of staff and collaborative nature of the school has contributed to informal communications protocol which results in confusion and inefficiencies.
- **No formal performance reviews for administrative staff** – SVA administrative team operates without clear understanding of how and when their performance will be evaluated, leading to a lack of clarity on priorities and responsibilities.
- **Varied performance of support staff** – Support staff capabilities vary, which impacts teachers' capacity and allows for student conflict to more easily arise.
- **Ineffective messaging around educational philosophy and approach** – Stakeholders without background knowledge on the subject have difficulty understanding SVA's approach; a potential barrier to reaching new communities and generating increased demand for SVA.

*"There's still too much 'figuring it out' and too many options for new teachers."*

*"One of my kids needs more help at school. I want her to feel successful, and sometimes I'm afraid that a 'traditional' school could offer more support."*

## STRATEGIC PLAN SWOT ANALYSIS 2016-2021



### OPPORTUNITIES<sup>12</sup>

- **Promote school leader's thought leadership and influence** - Furthering the school leader's reputation and engagement in the sector via speaking engagements and publication will ultimately increase the opportunities for SVA students.
- **Share best practices with the broader field** - SVA is invested in developing effective teacher training around a highly regarded approach to curriculum and instruction; sharing this expertise in the form of workshops, internships, or even a credential program could be a major area of contribution to the field of education.
- **Scale instructional strategies** - Operating under the belief of "what is good for gifted is good for all," SVA could pursue opportunities to implement the SVA curriculum, assessment, and instructional approach in other schools to improve the quality of education beyond SVA walls.
- **Re-design the teacher role** - As a single-site, autonomous school, SVA is capable of redefining the role, structure, and expectations of the teacher position in order to promote educator effectiveness and sustainability.
- **Open an additional campus** - The high application rate and student waitlist demonstrate a greater demand for alternative educational options locally.
- **Offer secondary education** - Developing a K-12 system would allow SVA to better prepare students for college and career success and more effectively impact and measure long-term student outcomes.
- **Increase extra-curricular and enrichment activities** - SVA could continue to develop opportunities for students to socialize beyond their classrooms, be present in the community, and apply newly-learned skills in real-world settings - all of which expose students to new realities and encourage meaningful connections.

*"I believe that a type of school like this should be available to all, regardless of location and status."*

*"I would love to see the growth mindset become more pervasive in public schooling."*

*"I am excited to be on the ground floor of a young school that has the potential to change ideas about education in the Valley."*

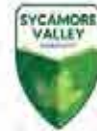
*"We believe in Ruth; there's no limit to the areas of education she could impact."*

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<sup>12</sup> **Note:** Opportunities are potentially promising options, not recommendations.



**STRATEGIC PLAN**  
**SWOT ANALYSIS**  
2016-2021



**THREATS**

- **Statewide teacher shortage** – The combination of impending retirement of one-third of the teaching corps in California and the decreasing pipeline of new teachers suggests a potential lack of credentialed teachers in the near future.
- **High demand for local talent** – A limited pool of local talent has resulted in increased competition among schools to attract and retain quality teachers.
- **Uncertainty of Gifted approach for all learners** – Gifted education raises the bar for all students, but without the right supplemental strategies, lower or middle performing students may be overlooked.
- **Perpetuating inequality of school access** – SVA's network, community outreach, and messaging has attracted a less diverse student population than was originally intended in the school's founding vision, which could ultimately perpetuate the inequality that exists in access to high quality schools.
- **Potential inability to retain excellent teachers** – The range of student needs as well as the complexity of designing and delivering a high quality educational experience has exceeded a sustainable workload for teachers that if not addressed, could negatively impact teacher retention.
- **District and charter divide** – Charter schools and public school districts generally still operate in isolation from one another; districts are hesitant to learn from charter schools, and charter schools struggle to build collaborative relationships with public school district representatives.
- **Negative perception of charter schools locally** – Despite evidence of incremental increases in the local community's openness to charter schools, the inconsistency in charter school performance and lack of general understanding contributes to negative perceptions.

*"We need teachers who are invested in the school."*

*"I get nervous about managing growth; scaling up without compromising quality and without compromising myself."*

*"How much power does VUSD have to help or hinder our process?"*

## STRATEGIC PLAN CRITICAL HURDLES 2016-2021



### **CRITICAL HURDLES**

The following Critical Hurdles represent the most pressing challenges that must be mitigated or directly addressed in order for SVA to realize core goals and outcomes (Weaknesses and threats from the SWOT analysis have been integrated.)

- **STUDENT ENROLLMENT SYSTEM** - The enrollment lottery and lottery exemptions result in only a handful of open seats and limited ability to control who has access to those seats.
- **UNSUSTAINABLE WORKLOAD: TEACHERS** - The level of planning, execution, and assessment required of a given teacher to deliver on SVA's instructional model and approach is not sustainable with the current structure and level of support.
- **UNSUSTAINABLE WORKLOAD: LEADERSHIP** - The school leader's responsibility to manage day-to-day operations, as well as refine foundational components of the school, leave little time for thought leadership and sector-level engagement.
- **INSUFFICIENT LOCAL TALENT PIPELINE** - The looming state-wide teacher shortage, as well as a small local pool of potential teacher candidates results in a diminished pipeline to meet SVA's future talent needs.
- **INCOMPLETE ASSESSMENT SYSTEM** - Without a more sophisticated assessment system, designed to measure students' academic *and personal development*, we are unable to measure progress and demonstrate positive outcomes.
- **INACCESSIBLE SCHOOL LOCATION**- SVA's current location is not easily accessible to all families, particularly families who live in less affluent communities or with limited means.
- **SCHOOL FACILITY LIMITATIONS** - The quality of the facility inhibits student and teacher experience and limits the potential opportunities to be offered; the size of the facility limits SVA's capacity to serve.

## STRATEGIC PLAN STRATEGIC PLAN OUTLINE 2016-2021



### **STRATEGIC PLAN**

The following strategies outline the most effective avenues to support SVA's work and vision for the future:

STUDENTS	
<b>OUTCOME 1: Comprise a diverse student body, comparable to the demographics of our community</b>	
1.1	Grow the number of available seats to new enrollees and/or diverse students.
1.2	Increase presence and awareness of SVA in more diverse communities.
1.3	Be prepared and able to meet the needs of diverse families.
1.4	Serve diverse students in other schools via partnerships.
<b>OUTCOME 2: Engage in the ongoing pursuit of learning and continuous process of growth</b>	
<b>Core Goal:</b> 100% of students reach their individual, annual benchmarks for growth	
2.1	Develop a system to track and monitor academic and personal growth.
2.2	Establish a trustworthy identification process for allocating instructional resources to maximum benefit.
2.3	Implement comprehensive social and emotional learning curriculum.
2.4	Deliver a robust Restorative Justice student discipline program.
<b>OUTCOME 3: Are change-makers, leading transformation within their school and community</b>	
<b>Core Goal:</b> Every year, our community and school is made better by student projects	
3.1	Implement meaningful service learning.
3.2	Inspire and encourage the natural change-maker within the student.



**STRATEGIC PLAN**  
**STRATEGIC PLAN OUTLINE**  
 2016-2021



INSTRUCTIONAL STAFF	
<b>OUTCOME 4: Demonstrate excellence in curriculum and instruction</b>	
<b>Core Goal:</b> We retain 100% of our teachers demonstrating or progressing towards effectiveness and excellence	
4.1	Shift from a basic teacher evaluation system to a developmental system.
4.2	Develop a differentiated, tiered professional development program.
4.3	Refine our instructional supports to empower teachers and increase teacher accountability.
<b>OUTCOME 5: Report position sustainability and satisfaction</b>	
<b>Core Goal:</b> 100% of instructional staff are empowered to create work-life balance	
<b>Core Goal:</b> 100% of instructional staff are motivated and supported to continuously improve	
5.1	Enhance systems of support.
5.2	Encourage and monitor work-life balance.
5.3	Adapt administrative team to support organizational growth and improvement.
5.4	Adapt administrative team to support thought leadership.
5.5	Establish succession planning for leadership.
<b>OUTCOME 6: Contribute their talents and ideas to improve student outcomes</b>	
6.1	Improve internal communication and grade level collaboration.
6.2	Encourage shared leadership.

**STRATEGIC PLAN**  
**STRATEGIC PLAN OUTLINE**  
 2016-2021



EDUCATIONAL LEADERS	
<b>OUTCOME 7: Schools adopt SVA philosophies and practices to accelerate individual achievement and personal development</b>	
7.1	Influence professional development of teachers/administrators.
7.2	Increase awareness within academic communities of SVA's approach.
7.3	Establish SVA as the Gifted and Talented Education model.
<b>OUTCOME 8: Local education leaders are advocates of SVA's vision and mission</b>	
<b>Core Goal:</b> Local district requires identification of gifted and talented students and provides avenues to pursue accelerated learning	
8.1	Increase the number and quality of the relationships with local leaders.
8.2	Write, publish, and present our argument.
8.3	Gain endorsements from education leaders and experts in the field.

FAMILIES	
<b>OUTCOME 9: Families partner with SVA to reinforce academic and social lessons in the home</b>	
9.1	Equip families to extend student learning at home.

STRATEGIC PLAN  
KEY METRICS  
2016-2021



KEY METRICS

The core outcomes and goals represent the desired change at SVA over the next three to five years. The key strategies outline the actions required to realize the desired outcomes and goals. To enact this strategic plan, **metrics** must next be established to measure progress towards outcomes, core goals, and long-term vision.

The following table outlines the recommended metrics that will inform SVA on movement towards the three-to-five year outcomes and goals. Each metric supports management and strategic decision-making, and in some instances, provides powerful data points to communicate SVA's value to stakeholders.

The last three columns of the table - **Method**, **Frequency**, and **Lead** - have largely been left blank intentionally, so that SVA leadership can consider the recommendations in light of their most efficient application within existing school frameworks or protocols/ systems. SVA leadership will also need to determine **method** by which these metrics are tracked; some of these will integrate into existing tracking systems (e.g. student report cards, family survey), while others will require the development of new tools (e.g. 360 Degree Review, Habits of a Scholar tracker). The **frequency** at which a metric should be measured varies: annually, monthly, or by trimester (fall, winter, spring). To ensure accountability, a designated **lead** (e.g. Instructional Leadership Team, Operations Director, etc.) should be established for each metric.

OUTCOME	METRIC	METHOD	FREQUENCY	LEAD
STUDENTS				
Comprise a diverse student body, comparable to the demographics of our community	• SVA student demographics			
	• Number of events SVA hosts in diverse communities			
	• Student retention rates			





**STRATEGIC PLAN**  
**KEY METRICS**  
 2016-2021

Comprise a diverse student body, comparable to the demographics of our community	<ul style="list-style-type: none"> <li>• Student referrals by Parent Ambassador</li> </ul>			
	<ul style="list-style-type: none"> <li>• Family demographics compared to staff demographics</li> </ul>			
	<ul style="list-style-type: none"> <li>• Number of partnerships developed</li> </ul>			
	<ul style="list-style-type: none"> <li>• Demographics of students served through external programming</li> </ul>			
STUDENTS	METRIC	METHOD	FREQUENCY	LEAD
Engage in the ongoing pursuit of learning and continuous process of growth  <b>CORE GOAL:</b> 100% of students reach their annual benchmarks of growth.	<ul style="list-style-type: none"> <li>• Define appropriate amount of growth - academic and personal - for each child annually</li> </ul>			
	<ul style="list-style-type: none"> <li>• Measure and monitor academic growth</li> </ul>	<ul style="list-style-type: none"> <li>◦ MAP Assessment - ELA</li> <li>◦ MAP Assessment - Mathematics</li> <li>◦ Guided Reading Level</li> <li>◦ Portfolio Score</li> <li>◦ Trimester growth for core subjects</li> <li>◦ Engagement (Science, History, Art, Music, Spanish, PE)</li> <li>◦ Achievement (Science, History, Art, Music, Spanish, PE)</li> </ul>		



**STRATEGIC PLAN**  
**KEY METRICS**  
2016-2021

<p><b>Engage in the ongoing pursuit of learning and continuous process of growth</b></p> <p><b>CORE GOAL:</b> 100% of students reach their annual benchmarks of growth.</p>	<ul style="list-style-type: none"> <li>• Measure and monitor personal growth</li> </ul>	<ul style="list-style-type: none"> <li>◦ Habits of Scholar tracker</li> <li>◦ CORE 4 Scores in Report Cards</li> </ul>		
	<ul style="list-style-type: none"> <li>• Develop a Restorative Justice tracking system (i.e. classroom level observation; student data collection; instructional staff survey; family survey)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Percentage of teachers effectively implementing (observation)</li> <li>◦ Individual student movement across three tiers</li> <li>◦ Suspensions</li> <li>◦ Attendance</li> <li>◦ Positive instructional staff feedback (instructional staff survey)</li> <li>◦ Positive family feedback (family survey)</li> </ul>		
	<ul style="list-style-type: none"> <li>• 360 scholar review- an evaluation of progress in academics and personal areas synthesized from staff, student and parent</li> </ul>	<ul style="list-style-type: none"> <li>◦ Academic performance (portfolio rubric score, MAP scores, and Report Card scores)</li> <li>◦ Personal attributes (Habit of a Scholar tracker, teacher, instructional staff, parent, and self-assessment survey)</li> </ul>		



**STRATEGIC PLAN**  
**KEY METRICS**  
2016-2021

STUDENTS	METRIC	METHOD	FREQUENCY	LEAD
<p><b>Are change-makers, leading transformation within their school and community</b></p> <p><b>CORE GOAL:</b> Every year, our community and school is made better by student contributions.</p>	<ul style="list-style-type: none"> <li>Number and type of projects per year</li> </ul>			
	<ul style="list-style-type: none"> <li>Percentage of beneficiary reporting quality and impact of project</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>Percentage of SVA instructional staff reporting quality and impact of program</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>Number of students involved, and volunteer hour count                             <ul style="list-style-type: none"> <li>School related volunteer hours</li> <li>Non-school related volunteer hours</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>Individual student leadership development</li> </ul>			



**STRATEGIC PLAN**  
**KEY METRICS**  
2016-2021

INSTRUCTIONAL STAFF	METRIC	METHOD	FREQUENCY	LEAD		
<p>Demonstrate excellence in instruction and curriculum execution</p> <p><b>CORE GOAL:</b> We retain 100% of our teachers who are demonstrating or progressing towards effectiveness and excellence</p>	<ul style="list-style-type: none"> <li>Progression across 5-point scale</li> </ul>					
	<ul style="list-style-type: none"> <li>Percent increase in student achievement</li> </ul>	<ul style="list-style-type: none"> <li>MAP, CAASPP</li> </ul>				
	<ul style="list-style-type: none"> <li>Instructional staff observations</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>				
	<ul style="list-style-type: none"> <li>Peer-to-peer observations</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>				
	<ul style="list-style-type: none"> <li>Special performance indicators in conjunction with specialized training</li> </ul>					
	<ul style="list-style-type: none"> <li>Retention rates</li> </ul>					
	<ul style="list-style-type: none"> <li>Position vacancies</li> </ul>					
INSTRUCTIONAL STAFF	METRIC	METHOD	FREQUENCY	LEAD		
<p>Report position sustainability and satisfaction</p> <p><b>CORE GOAL:</b> 100% of instructional staff are empowered to</p>	<ul style="list-style-type: none"> <li>Level of satisfaction regarding training and support</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Staff Survey:                             <ul style="list-style-type: none"> <li>Quality and effectiveness of professional development</li> </ul> </li> <li>Instructional aide training</li> </ul>				



**STRATEGIC PLAN**  
**KEY METRICS**  
**2016-2021**

create work-life balance		o Support for individuals to teach and lead at his or her personal best		
Report position sustainability and satisfaction				
CORE GOAL: 100% of instructional staff are motivated and supported to continuously improve	<ul style="list-style-type: none"><li>• Instructional staff wellness, or individual work-life-balance plan</li></ul>	o Principal and instructional staff one-on-one meetings within evaluation process		
INSTRUCTIONAL STAFF	METRIC	METHOD	FREQUENCY	LEAD
Contribute their talents and ideas to improve student outcomes	<ul style="list-style-type: none"><li>• Percentage of staff engaged in generating solutions and holding leadership responsibilities</li></ul>	o Instructional Staff Survey		
	<ul style="list-style-type: none"><li>• Perception of staff regarding leadership or growth opportunities available to them</li></ul>	o Instructional Staff Survey		





**STRATEGIC PLAN**  
**KEY METRICS**  
 2016-2021

	<ul style="list-style-type: none"> <li>1-5 evaluation score on operational efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Staff Evaluation</li> </ul>		
<b>EDUCATION LEADERS</b>	<b>METRIC</b>	<b>METHOD</b>	<b>FREQUENCY</b>	<b>LEAD</b>
Schools adopt SVA philosophies and practices to accelerate individual achievement and personal development  <b>CORE GOAL:</b> Local district requires identification of gifted and talented students and provides avenues to pursue accelerated learning	<ul style="list-style-type: none"> <li>Number of schools inquiring about SVA's model</li> </ul>			
	<ul style="list-style-type: none"> <li>Number of schools implementing a component of SVA's model</li> </ul>			
	<ul style="list-style-type: none"> <li>Number of schools dedicating funds to Gifted and Talented</li> </ul>	<ul style="list-style-type: none"> <li>Local LCAP's</li> </ul>		
<b>EDUCATION LEADERS</b>	<b>METRIC</b>	<b>METHOD</b>	<b>FREQUENCY</b>	<b>LEAD</b>
Local education leaders are advocates of SVA's vision and mission	<ul style="list-style-type: none"> <li>Number of advocates and areas of expertise</li> </ul>			
	<ul style="list-style-type: none"> <li>Types of opportunities presented through advocate connections</li> </ul>			



**STRATEGIC PLAN**  
**KEY METRICS**  
2016-2021

FAMILIES	METRIC	METHOD	FREQUENCY	LEAD
Families partner with SVA to reinforce academic and social lessons in the home	<ul style="list-style-type: none"> <li>Number of and description of publications/ presentations</li> </ul>			
	<ul style="list-style-type: none"> <li>Families' understanding of SVA's model and approach</li> </ul>	<ul style="list-style-type: none"> <li>Family Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>Families' understanding of how they can support students' academic and personal growth, aligned with SVA's approach</li> </ul>	<ul style="list-style-type: none"> <li>Family Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>Families' ability to support students' academic and personal growth, aligned with SVA's approach</li> </ul>	<ul style="list-style-type: none"> <li>Family Survey</li> <li>Track use of support tools provided (e.g. number of downloads for SVA Video Series)</li> </ul>		



# STRATEGIC PLAN ENROLLMENT and FINANCIAL PROJECTIONS 2016-2021

## ENROLLMENT PROJECTIONS- Replication School- 2017 - 2020

2017-18 Year 1					2018-19 Year 2					2019-20 Year 3				
	TOTAL	new	returning			TOTAL	new	returning			TOTAL	new	returning	
K	42	21			K	42	21			K	42	21		
K		21			K		21			K		21		
1/2	56		14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		1/2	70		14- 1 <sup>st</sup> 9- 2 <sup>nd</sup>		1/2	84		14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>	
1/2		7- 1 <sup>st</sup> 14- 2 <sup>nd</sup>			1/2			14- 1 <sup>st</sup> 9- 2 <sup>nd</sup>		1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>	
TOTAL= 98					1/2			14- 1 <sup>st</sup> 10- 2 <sup>nd</sup>		1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>	
					3	28		28- 3 <sup>rd</sup>		3/4	56		14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>	
					TOTAL= 140					3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>	
										TOTAL= 182				



# STRATEGIC PLAN ENROLLMENT and FINANCIAL PROJECTIONS 2016-2021

## ENROLLMENT PROJECTIONS- Replication School- 2021 - 2024

2020-21 Year 4					
	TOTAL	new	returning		
K	42	21			
K		21			
1/2	84		14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
3/4	84		14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4		14- 4 <sup>th</sup>	14- 3 <sup>rd</sup>		
5	28		28- 5 <sup>th</sup>		
TOTAL= 238					

2021-22 Year 5					
	TOTAL	new	returning		
K	42	21			
K		21			
1/2	84		14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
3/4	84		14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
5/6	84		14- 5 <sup>th</sup> 14- 6 <sup>th</sup>		
5/6			14- 5 <sup>th</sup> 14- 6 <sup>th</sup>		
5/6		14- 6 <sup>th</sup>	14- 5 <sup>th</sup>		
TOTAL= 294					

2022-23 Year 6					
	TOTAL	new	returning		
K	42	21			
K		21			
1/2	84		14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
1/2			14- 1 <sup>st</sup> 14- 2 <sup>nd</sup>		
3/4	84		14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
3/4			14- 3 <sup>rd</sup> 14- 4 <sup>th</sup>		
5/6	84		14- 5 <sup>th</sup> 14- 6 <sup>th</sup>		
5/6			14- 5 <sup>th</sup> 14- 6 <sup>th</sup>		
5/6			14- 5 <sup>th</sup> 14- 6 <sup>th</sup>		
7	56		28- 7 <sup>th</sup>		
7/8		14- 8 <sup>th</sup>	14- 7 <sup>th</sup>		
TOTAL= 350					





STRATEGIC PLAN  
ENROLLMENT and FINANCIAL PROJECTIONS  
2016-2021

ENROLLMENT PROJECTIONS- Replication School and SVA side by side- 2024 - 2025

2023-24 Year 7- Replication School					2023-24 Year 12- Sycamore Valley Academy				
	TOTAL	new	returning			TOTAL	new	returning	
K	42	21			K	42	21		
K		21			K		21		
1/2	84		14- 1 <sup>st</sup>	14- 1 <sup>st</sup>	1/2	84		14- 1 <sup>st</sup>	14- 1 <sup>st</sup>
1/2			14- 2 <sup>nd</sup>	14- 2 <sup>nd</sup>	1/2			14- 2 <sup>nd</sup>	14- 2 <sup>nd</sup>
1/2			14- 1 <sup>st</sup>	14- 1 <sup>st</sup>	1/2			14- 1 <sup>st</sup>	14- 2 <sup>nd</sup>
1/2			14- 2 <sup>nd</sup>	14- 2 <sup>nd</sup>	1/2			14- 1 <sup>st</sup>	14- 2 <sup>nd</sup>
1/2			14- 1 <sup>st</sup>	14- 1 <sup>st</sup>	1/2			14- 1 <sup>st</sup>	14- 2 <sup>nd</sup>
1/2			14- 2 <sup>nd</sup>	14- 2 <sup>nd</sup>	1/2			14- 1 <sup>st</sup>	14- 2 <sup>nd</sup>
3/4	84		14- 3 <sup>rd</sup>	14- 3 <sup>rd</sup>	3/4	84		14- 3 <sup>rd</sup>	14- 3 <sup>rd</sup>
3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>	3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>
3/4			14- 3 <sup>rd</sup>	14- 3 <sup>rd</sup>	3/4			14- 3 <sup>rd</sup>	14- 4 <sup>th</sup>
3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>	3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>
3/4			14- 3 <sup>rd</sup>	14- 3 <sup>rd</sup>	3/4			14- 3 <sup>rd</sup>	14- 4 <sup>th</sup>
3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>	3/4			14- 4 <sup>th</sup>	14- 4 <sup>th</sup>
5/6	84		14- 5 <sup>th</sup>	14- 5 <sup>th</sup>	5/6	84		14- 5 <sup>th</sup>	14- 5 <sup>th</sup>
5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>	5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>
5/6			14- 5 <sup>th</sup>	14- 5 <sup>th</sup>	5/6			14- 5 <sup>th</sup>	14- 6 <sup>th</sup>
5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>	5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>
5/6			14- 5 <sup>th</sup>	14- 5 <sup>th</sup>	5/6			14- 5 <sup>th</sup>	14- 6 <sup>th</sup>
5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>	5/6			14- 6 <sup>th</sup>	14- 6 <sup>th</sup>
7	84		28- 7 <sup>th</sup>	28- 7 <sup>th</sup>	7	84		28- 7 <sup>th</sup>	28- 7 <sup>th</sup>
8			28- 8 <sup>th</sup>	28- 8 <sup>th</sup>	8			28- 8 <sup>th</sup>	28- 8 <sup>th</sup>
7/8			14- 7 <sup>th</sup>	14- 7 <sup>th</sup>	7/8			14- 7 <sup>th</sup>	14- 7 <sup>th</sup>
7/8			14- 8 <sup>th</sup>	14- 8 <sup>th</sup>	7/8			14- 8 <sup>th</sup>	14- 8 <sup>th</sup>
TOTAL= 378					TOTAL= 378				

# STRATEGIC PLAN FINANCIAL PROJECTIONS 2016-2021



## Sycamore Valley Academies

	2016-17	1	2	3	4	5	6	7
	Budget	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SUMMARY		Budget	Budget	Budget	Budget	Budget	Budget	Budget
Revenue								
Local Control	2,731,045	3,587,116	4,010,908	4,418,062	4,953,928	5,504,876	6,071,237	6,407,828
Federal Revenue	34,020	48,720	55,020	61,320	69,720	78,120	86,520	90,720
Other State Revenues	69,293	86,423	94,909	102,649	112,784	123,105	133,426	138,958
Local Revenues	47,143	994,180	1,031,502	1,069,429	1,110,376	1,159,386	1,179,249	1,207,310
Fundraising and Grants	47,950	261,389	66,370	72,396	76,968	81,087	85,255	91,472
<b>Total Revenue</b>	<b>2,929,451</b>	<b>4,977,828</b>	<b>5,258,709</b>	<b>5,723,857</b>	<b>6,323,777</b>	<b>6,946,573</b>	<b>7,555,686</b>	<b>7,936,288</b>
Expenses								
Compensation and Benefits	2,267,128	2,938,807	3,360,120	3,607,579	4,092,852	4,412,159	4,642,104	4,818,036
Books and Supplies	117,614	202,719	199,009	209,035	230,454	243,868	257,433	260,653
Services and Other Operating Expenditures	574,777	1,659,508	1,755,777	1,849,645	1,948,437	2,053,660	2,125,167	2,186,255
Capital Outlay	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>2,959,520</b>	<b>4,801,034</b>	<b>5,314,906</b>	<b>5,666,259</b>	<b>6,271,744</b>	<b>6,709,687</b>	<b>7,024,704</b>	<b>7,264,944</b>
<b>Operating Income (excluding Depreciation)</b>	<b>(30,068)</b>	<b>176,794</b>	<b>(56,197)</b>	<b>57,598</b>	<b>52,033</b>	<b>236,886</b>	<b>530,982</b>	<b>671,344</b>

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



Sycamore Valley Academies

(\$ IN MILLIONS)

	2016-17	1	2	3	4	5	6	7
	Budget	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget
<i>Operating Income (including Depreciation)</i>	(91,826)	172,794	(56,864)	57,598	52,033	236,886	530,982	671,344
<b>Fund Balance</b>								
Beginning Balance (Unaudited)	606,740.00	514,914	687,708	630,844	688,442	740,475	977,361	1,508,343
Operating Income (including Depreciation)	(91,826)	172,794	(56,864)	57,598	52,033	236,886	530,982	671,344
<b>Ending Fund Balance (including Depreciation)</b>	<b>514,914</b>	<b>687,708</b>	<b>630,844</b>	<b>688,442</b>	<b>740,475</b>	<b>977,361</b>	<b>1,508,343</b>	<b>2,179,687</b>
<b>Enrollment Breakdown</b>								
K	47	84	84	84	84	84	84	84
1	42	70	84	84	84	84	84	84
2	42	70	70	84	84	84	84	84
3	42	42	70	70	84	84	84	84
4	42	42	42	70	84	84	84	84
5	42	42	42	42	70	84	84	84
6	42	42	42	42	42	84	84	84
7	42	42	42	42	42	42	84	84
8	42	42	42	42	42	42	56	84



**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academies**



	2016-17	1	2	3	4	5	6	7
	Budget	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Enrollment Summary</b>								
K-3	168	266	308	322	336	336	336	336
4-6	126	126	126	154	196	252	252	252
7-8	84	84	84	84	84	84	140	168
<b>Total Enrolled</b>	<b>378</b>	<b>476</b>	<b>518</b>	<b>560</b>	<b>616</b>	<b>672</b>	<b>728</b>	<b>756</b>
<b>ADA</b>								
K-3	159.60	252.70	292.60	305.90	319.20	319.20	319.20	319.20
4-6	119.70	119.70	119.70	146.30	186.20	239.40	239.40	239.40
7-8	79.80	79.80	79.80	79.80	79.80	79.80	133.00	159.60
<b>Total ADA</b>	<b>359.10</b>	<b>452.20</b>	<b>492.10</b>	<b>532.00</b>	<b>585.20</b>	<b>638.40</b>	<b>691.60</b>	<b>718.20</b>
<b>Local Control Funding</b>								
8011 State Aid	1,707,139	2,433,634	2,798,972	3,184,054	3,658,450	4,147,765	4,652,327	4,952,219
8012 Education Protection Account	682,761	723,892	744,441	728,609	739,538	750,631	761,890	773,319
8096 Charter Schools in Lieu of Prop. Taxes	341,145	429,590	467,495	505,400	555,940	606,480	657,020	682,290
<b>SUBTOTAL - LOCAL CONTROL</b>	<b>2,731,045</b>	<b>3,587,116</b>	<b>4,010,908</b>	<b>4,418,062</b>	<b>4,953,928</b>	<b>5,504,876</b>	<b>6,071,237</b>	<b>6,407,828</b>

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academies**

		1	2	3	4	5	6	7	
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
8100	Federal Revenue								
8291	Title I	34,020	48,720	55,020	61,320	69,720	78,120	86,520	90,720
	SUBTOTAL - Federal Income	34,020	48,720	55,020	61,320	69,720	78,120	86,520	90,720
8300	Other State Revenues								
8550	Mandated Cost Reimbursements	4,655	5,027	6,331	6,889	7,448	8,193	8,938	9,682
8560	State Lottery Revenue	64,638	81,396	88,578	95,760	105,336	114,912	124,488	129,276
	SUBTOTAL - Other State Income	69,293	86,423	94,909	102,649	112,784	123,105	133,426	138,958
8600	Other Local Revenue								
8660	Interest	530	546	562	579	597	614	633	652
8676	After School Program Revenue	46,613	48,011	49,452	50,935	52,463	54,037	55,658	57,328
8699	All Other Local Revenue	-	-	-	-	-	-	-	-
8701	CMO Fee	-	945,623	981,488	1,017,915	1,057,317	1,104,734	1,122,958	1,149,330
	SUBTOTAL - Local Revenues	47,143	994,180	1,031,502	1,069,429	1,110,376	1,159,386	1,179,249	1,207,310

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academies**



		1	2	3	4	5	6	7	
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
8800	Donations/Fundraising								
8801	Donations- Parents	25,000	30,750	32,523	35,318	38,138	39,982	41,851	43,747
8802	Donations- Private	15,450	220,914	22,391	23,883	24,889	26,411	27,948	31,002
8803	Fundraising	7,500	9,725	11,457	13,195	13,941	14,695	15,455	16,724
SUBTOTAL - Fundraising and Grants		47,950	261,389	66,370	72,396	76,968	81,087	85,255	91,472
TOTAL REVENUE		2,929,451	4,977,828	5,258,709	5,723,857	6,323,777	6,946,573	7,555,686	7,936,288
EXPENSES									
Compensation & Benefits									
1000	Certificated Salaries								
1100	Teachers Salaries	909,961	1,062,372	1,192,519	1,270,270	1,404,509	1,543,743	1,688,052	1,780,384
1101	Teacher - Stipends	10,200	10,404	10,612	10,824	11,041	11,262	11,487	11,717
1103	Teacher - Substitute Pay	7,767	7,922	8,081	8,242	8,407	8,575	8,747	8,922
1111	Teacher - Elective	132,920	295,117	308,580	324,151	344,347	375,024	384,914	395,663
1150	Teacher - Intervention	32,110	37,752	41,407	43,575	45,757	48,452	51,161	55,884

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academics**

		1	2	3	4	5	6	7	
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
3600	Workers Comp Insurance	41,465	51,085	57,828	61,431	69,405	74,890	79,216	82,423
	SUBTOTAL - Employee Benefits	539,417	810,256	950,639	1,047,967	1,200,993	1,291,761	1,341,426	1,383,735
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	30,900	31,827	32,782	33,765	34,778	35,822	36,896	38,003
4200	Books & Other Reference Materials	12,875	13,261	13,659	14,069	14,491	14,926	15,373	15,835
4300	Curriculum (Textbooks, instructional software)	742	32,591	33,569	34,576	35,613	36,682	37,782	38,916
4320	Educational Software	1,257	1,295	1,334	1,374	1,415	1,457	1,501	1,546
4325	Instructional Materials & Supplies	8,240	12,487	14,742	16,004	18,274	20,552	22,839	24,134
4326	Art & Music Supplies	6,489	6,684	6,884	7,091	7,303	7,523	7,748	7,981
4330	Office Supplies	14,832	15,277	15,735	16,207	16,694	17,194	17,710	18,241
4335	PE Supplies	1,545	1,591	1,639	1,688	1,739	1,791	1,845	1,900
4346	Teacher Supplies	11,330	11,670	12,020	12,381	12,752	13,135	13,529	13,934
4350	Uniforms	530	546	562	579	597	614	633	652
4352	After school Supplies	2,122	2,186	2,251	2,319	2,388	2,460	2,534	2,610



**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academics**

		1	2	3	4	5	6	7	
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
	Classroom Furniture, Equipment & Supplies	10,079	22,631	28,193	33,764	41,094	48,434	55,785	59,646
4410									
4420	Computers (Students)	10,000	34,800	23,559	24,927	29,805	31,543	33,291	28,049
4423	Computers (Staff)	-	9,000	5,000	3,000	6,000	4,000	2,000	1,000
4430	Non Classroom Related Furniture, Equipment & Supplies	5,643	5,812	5,987	6,166	6,351	6,542	6,738	6,940
4700	Food	1,030	1,061	1,093	1,126	1,159	1,194	1,230	1,267
SUBTOTAL - Books and Supplies		117,614	202,719	199,009	209,035	230,454	243,868	257,433	260,653
5000	Services & Other Operating Expenses								
5200	Travel & Conferences	-	4,000	7,000	8,000	11,000	13,000	15,000	16,000
5210	Conference Fees	2,233	2,300	2,369	2,440	2,513	2,589	2,666	2,746
5215	Travel - Mileage, Parking, Tolls	870	896	923	951	979	1,009	1,039	1,070
5220	Travel and Lodging	4,932	5,080	5,232	5,389	5,551	5,718	5,889	6,066
5225	Travel - Meals & Entertainment	1,167	1,202	1,238	1,275	1,313	1,353	1,393	1,435
5305	Dues & Membership - Professional	3,226	3,323	3,422	3,525	3,631	3,740	3,852	3,968
5400	Insurance	3,183	3,278	3,377	3,478	3,582	3,690	3,801	3,915

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academics**

	2016-17	1	2	3	4	5	6	7
	Budget	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
5500 Operations & Housekeeping	4,120	14,044	18,371	22,702	28,437	34,176	39,919	42,867
5515 Janitorial, Gardening Services & Supplies	10,821	11,146	11,480	11,824	12,179	12,545	12,921	13,308
5520 Security	3,825	3,940	4,058	4,180	4,305	4,434	4,567	4,704
5525 Utilities- Waste	6,047	6,228	6,415	6,608	6,806	7,010	7,220	7,437
5535 Utilities- All Utilities	59,658	61,448	63,291	65,190	67,146	69,160	71,235	73,372
5605 Equipment Leases	-	21,600	25,920	32,400	32,400	32,400	32,400	32,400
5610 Rent	-	-	-	-	-	-	-	-
5615 Repairs and Maintenance - Building	7,957	8,196	8,442	8,695	8,956	9,224	9,501	9,786
5803 Accounting Fees	6,896	7,103	7,316	7,535	7,762	7,994	8,234	8,481
5809 Banking Fees	338	348	359	369	380	392	404	416
5812 Business Services	149,818	150,000	150,000	150,000	150,000	150,000	150,001	150,002
5815 Consultants - Instructional	-	7,350	10,500	13,650	17,850	22,050	26,250	28,350
5824 District Oversight Fees	109,242	143,485	160,436	176,722	198,157	220,195	242,849	256,313
5830 Field Trips Expenses	19,570	20,407	21,062	21,785	22,526	23,287	24,068	24,869
5836 Fingerprinting	212	218	225	232	239	246	253	261

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academies**

	2016-17	1	2	3	4	5	6	7
	Budget	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
5839 Fundraising Expenses	7,957	8,446	8,742	9,095	9,456	9,824	10,201	10,586
5845 Legal Fees	6,753	6,956	7,164	7,379	7,601	7,829	8,063	8,305
5848 Licenses and Other Fees	1,591	1,639	1,688	1,739	1,791	1,844	1,900	1,957
5851 Marketing and Student Recruiting	-	1,000	1,000	1,030	1,061	1,093	1,126	1,159
5854 Consultants - Other 1	-	-	-	-	-	-	-	-
5857 Payroll Fees	3,055	4,707	5,041	5,498	5,958	6,422	6,528	6,637
5860 Printing and Reproduction	5,000	5,150	5,305	5,464	5,628	5,796	5,970	6,149
5863 Professional Development	15,000	22,200	26,414	29,141	34,133	37,639	39,661	40,948
5872 Special Education Enrichment	12,709	16,483	18,331	20,189	22,545	24,914	27,295	28,720
5875 Staff Recruiting	2,052	2,114	2,177	2,242	2,310	2,379	2,450	2,524
5877 Student Activities	3,183	3,278	3,377	3,478	3,582	3,690	3,801	3,915
5878 Student Assessment	7,210	7,426	7,649	7,879	8,115	8,358	8,609	8,867
5880 Student Health Services	4,254	4,382	4,513	4,648	4,788	4,932	5,079	5,232
5884 Substitutes	-	6,000	9,000	10,500	13,500	16,500	19,500	21,000
5887 Technology Services	20,600	21,218	21,855	22,510	23,185	23,881	24,597	25,335



**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



**Sycamore Valley Academics**

*Superintendent's Office*

		1	2	3	4	5	6	7
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Budget	Budget	Budget	Budget	Budget	Budget	Budget
5893	Transportation - Student	73,130	80,524	83,733	87,306	90,952	94,571	97,879
5900	Communications	-	40,800	50,400	54,000	57,600	57,600	57,600
5905	Communications - Cell Phones	13,699	14,533	14,969	15,418	15,881	16,357	16,848
5915	Postage and Delivery	1,061	1,126	1,159	1,194	1,230	1,267	1,305
5920	Communications - Telephone & Fax	3,409	3,617	3,725	3,837	3,952	4,071	4,193
0000	CMO fee	-	945,623	1,017,915	1,057,317	1,104,734	1,122,958	1,149,330
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>574,777</b>	<b>1,755,777</b>	<b>1,849,645</b>	<b>1,948,437</b>	<b>2,053,660</b>	<b>2,125,167</b>	<b>2,186,255</b>
6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-	-	-	-	-
6200	Buildings & Improvement of Buildings	-	-	-	-	-	-	-
<b>SUBTOTAL - Capital Outlay</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>2,959,520</b>	<b>4,801,034</b>	<b>5,314,906</b>	<b>6,271,744</b>	<b>6,709,687</b>	<b>7,024,704</b>	<b>7,264,944</b>

**STRATEGIC PLAN  
FINANCIAL PROJECTIONS  
2016-2021**



Sycamore Valley Academies

Strategic Plan 2021

	1	2	3	4	5	6	7	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
DEPRECIATION	61,758	4,000	667	-	-	-	-	-
TOTAL EXPENSES INCLUDING DEPRECIATION	3,021,278	4,805,034	5,315,573	5,666,259	6,271,744	6,709,687	7,024,704	7,264,944
CASH FLOW								
Net Income	(30,068)	176,794	(56,197)	57,598	52,033	236,886	530,982	671,344
+ Add Depreciation	61,758.00	4,000.00	667.00	-	-	-	-	-
- Subtract Capital Outlay	-	-	-	-	-	-	-	-
Cash Flow	31,690	180,794	(55,530)	57,598	52,033	236,886	530,982	671,344
Beginning Cash Balance	0	31,690	212,484	156,954	214,552	266,585	503,471	1,034,453
Ending Cash Balance	31,690	212,484	156,954	214,552	266,585	503,471	1,034,453	1,705,797

**STRATEGIC PLAN**  
**APPENDIX**  
2016-2021



# APPENDIX

**STRATEGIC PLAN**  
**APPENDIX A: KEY FINDINGS**  
**2016-2021**

**LANDSCAPE RESEARCH: KEY FINDINGS**

**GIFTED AND TALENTED**

**Origins in CA**

- The state of California has had some form of gifted and talented education program since 1961, when it first started to use standardized tests to identify the top 2% of students. This was called the Mentally Gifted Minor Program.
- Lawmakers broadened the program in 1980 to allow individual districts to set their own criteria for admittance, and renamed the program Gifted and Talented Education (GATE).
- The state created specific funding for GATE through a categorical grant in 2000, while mandating how programs could and could not be structured.
  - For example, programing must be integrated with a regular school day rather than being a full time program.

**Impact of LCFF**

- The state never mandated that districts identify or offer programing for GT students, but rather provided the option and made funding available.
- With the switch to the Local Control Financing Formula (LCFF), nearly all categorical grants were eliminated. Instead, funding is now directed to school districts with far fewer restrictions. The theory is that each district can use its money as it sees fit.
- The categorical grant for GATE programming was eliminated. The state intends for districts to use the flexibility of LCFF and the accountability of LCAP to create GATE programs that better fit individual community needs.
  - **Key Takeaway:** This dynamic, however, removes any state level push to encourage schools to run, let alone expand, GT programming. Particularly in the near term budget constrained environment, GATE programs will be competing for funding with basic operational needs like staff and supplies.

**Best Practice: State of Minnesota Gifted and Talented Policy**

- State of Minnesota education policy has become increasingly supportive of GT programming in the last ten years.
- The state now requires that each district implement procedures for identification of gifted and talented students and to provide avenues to pursue accelerated learning (skipping grades, taking college courses).
- The state funding formula also stipulates an amount per student that may only be used for identification and programming.
  - This amount has increased steadily over the past 5 years.



## STRATEGIC PLAN

### APPENDIX A: KEY FINDINGS

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- Total GT funding though is still a small percentage (just 0.2%) of the overall education budget.
- The Department of Education has a full time GT specialist, as well as a GT advisory panel of parents, teachers and policy experts.
- While certainly not comprehensive, two factors seem to have contributed to the policy momentum:
  - Open enrollment policy – parents and guardians in MN may enroll their students in whatever district they choose, regardless of geography or other limits. Minnesota was also the first state to have a charter law (1991), and thus has the longest history of school choice and market forces' impact on quality. Some have argued that this has encouraged districts and charters to create GT programs in order to keep and attract students.
  - Effective advocacy groups – two organizations – Minnesota Council for the Gifted and the Talented (MCGT) and Minnesota Educators of the Gifted and Talented with local chapters throughout the state, seem active in disseminating GT research as well as in lobbying the legislature.

#### Common Core

- Concerns with CCSS regarding GT students:
  - Early childhood standards are not developmentally appropriate.
  - Standards are not rigorous enough for those who plan on attending selective colleges.
- Schools need to increase rigor for high ability students. CCSS is a framework that should be used as a springboard to enhance gifted talented education.
- Some districts are using Common Core implementation as an excuse to phase out GT programming (example rationale: CCSS requires a different way of teaching).
- Others site costs associated with implementing Common Core requires cutting programming; GT programming appears to be a commonly deprioritized program.
  - Overall, high-achieving students are not excelling; their performance is stagnant from GT programming.

#### TEACHER SHORTAGE

- The California Commission on Teacher Credentialing released a report this year highlighting the impending lack of credentialed teachers:
  - Nearly 1/3rd of the current teaching corps is approaching retirement.
  - This equates to the need for 100,000 new teachers in the next decade.
- Meanwhile, the pipeline of new teachers appears to be shrinking:
  - 53% decline in enrollments in teacher training programs between 2009 and 2012. Enrollment in 2013 was 26,231.

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- The decline in new teaching credentials issued is not as steep at -26% between 2010 and 2014.
  1. The difference was growth in credentials from alternative training pathways such as intern delivery models, and lag between program enrollment and certification.
- 20% of new hires leave the classroom within 3 years.
- 30% leave within 7 years.



Source: California Commission on Teacher Certification

- The shortage already seems to be hitting the state.
  - CA has more than 21,000 teaching vacancies at the start of this school year according to California Teachers' Association (CTA). Edjoin.org, a job posting cite, showed 10,400 vacant positions.
  - CA is ranked 50th in student - teacher ratio.
  - Many of the vacancies are in poor districts.
  - Shortages are most acute in special education, English as a second language, and science - this is not a change from previous years.
- The reasons for fewer young people entering the profession are not clear and have not been robustly evaluated, though common hypotheses include:
  - A better economy gives recent graduates more options.
  - A growing impression that teaching is no longer a stable profession.
    1. Attacks on pensions and tenure, calls for measures of effectiveness, and more testing.
  - Low pay relative to cost of living, particularly in areas with high housing costs.
- Some believe that "shortage" is an inaccurate way to describe the problem.



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- Unfilled teaching vacancies may be a product of teacher colleges producing too many of one type of teacher, and not enough of another (history vs math, elementary vs high school), or not producing teachers that meet district qualification requirements. A problem of inadequate communication.

**TEACHER RETENTION**

- The 2012 Annual MetLife Survey of the American Teacher produced the following key findings:
  - Teacher satisfaction has declined 23 percentage points since 2008, from 62% to 39% very satisfied, including five percentage points since last year - the lowest level in 25 years.
  - Half (51%) of teachers report feeling under great stress several days a week, an increase of 15 percentage points over 36% of teachers reporting that level in 1985.
  - Less satisfied teachers are more likely to be located in schools that had recent declines in professional development (21% vs. 14%) and collaboration time with other teachers (29% vs. 16%).
  - Half (51%) of teachers are at least somewhat interested in undertaking a hybrid role that combines classroom teaching and other responsibilities in their schools or districts.
- The New Teacher Project (TNTP) conducted a study in 2012 to study better understand the motivations of top performing teachers in urban schools.
- The top three factors (out of 14 presented to respondents) that are the strongest motivators for teachers to remain in the classroom:
  - "Being able to help students develop intellectually and academically"
  - "Working with students who face economic or social disadvantages"
  - "Working in a school that has a philosophy I believe in and/or colleagues I respect"
    - Only 12 percent ranked "the practical benefits such as summers off, more time with family and job security" as a factor that has kept them in the classroom.
- On the contrary, the top three barriers (out of 14 presented to respondents) that have prevented teachers from teaching effectively along the course of their careers:
  - "Insufficient time for planning or collaboration with other teachers"
  - "Having students who are behind academically or behaviorally challenging"



## STRATEGIC PLAN

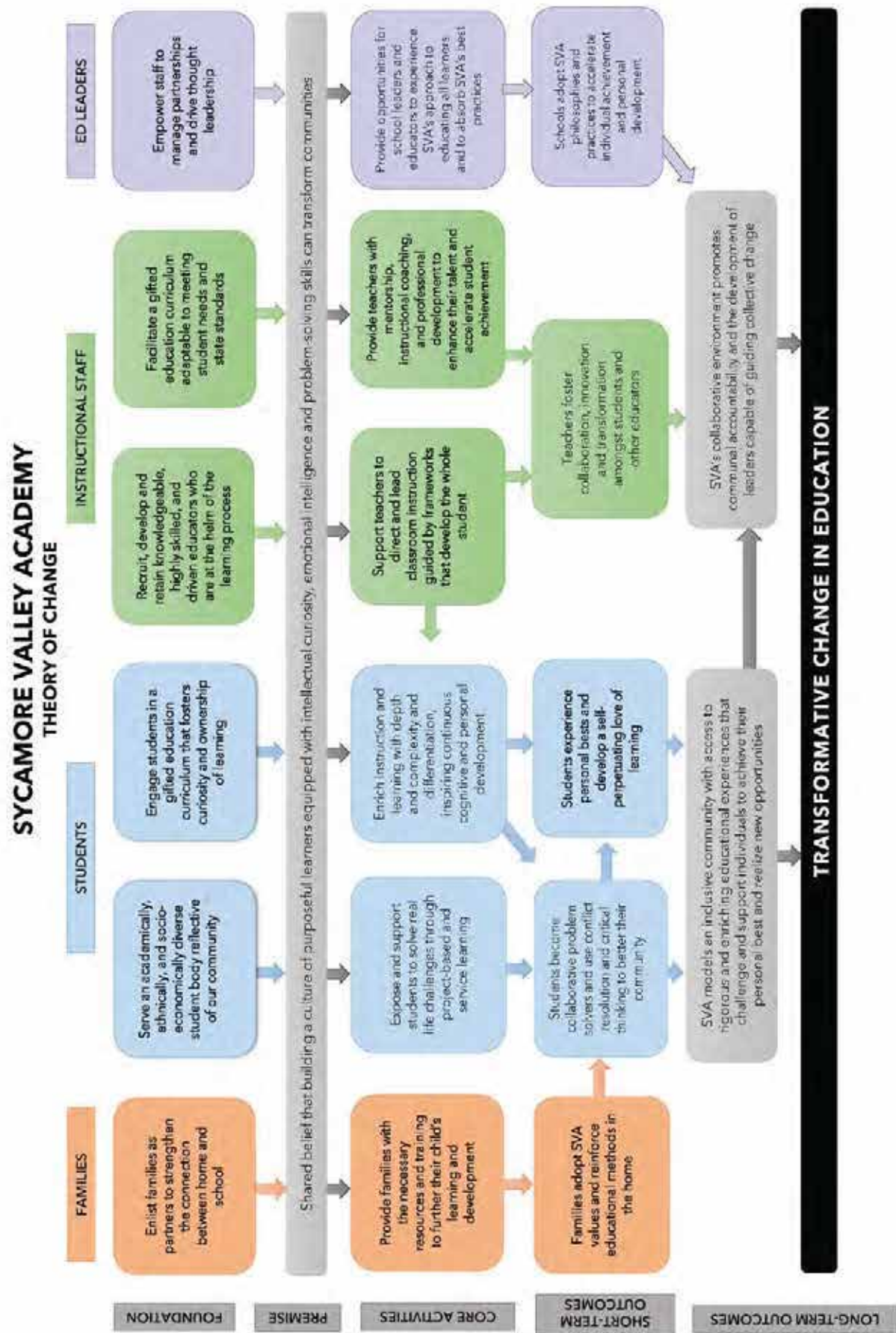
### APPENDIX A: KEY FINDINGS

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- “Having students whose out-of-school lives distract from their focus in school”
- 75% of America’s most distinguished teachers expressed plans to stop teaching within the next five years at their current school, while 60% reported planning to stop teaching elsewhere within five years.

#### LCAP

- A new reporting requirement established with the move to LCFF.
- A template document to be filled out annually, the state intends the LCAP to be a long-term planning tool for how a district will address state and local goals through specific programs, with specific budgets.
- While the state and some policy groups see this document as a strategic plan, its prescriptive nature and inflexible format do not lend itself to being the vehicle for an effective long term planning process.
- Some details of note:
  - Charters, like school districts, are required to annually produce an LCAP
  - Unlike districts, charters are not required to hold official, public hearings nor consult with a specific parent advisory panel. However, a requirement to consult with all stakeholders does apply.
  - Charter LCAPs also do not require approval by authorizer or County Office of Education.
    - LCAPs will likely factor into charter renewal process.
    - State-level accountability rubrics for the evaluation of schools are being developed currently and will include some measure of schools against their LCAP.



## STRATEGIC PLAN

## APPENDIX C: TACTICS AND IMPLEMENTATION

2016-2021



STUDENTS						
OUTCOME 1: Comprise a diverse student body, comparable to the demographics of our community.						
Strategy	Tactic	Timeline	Current Capacity	Growth Dependent	Lead	
1.1 Grow the number of seats available to new enrollees and/or diverse students.	1.1.1 1. Replicate. Open a new school, with a campus located where the demographics are more diverse.	Year 1		X	Principal/ Superintendent	
	1.1.2 1. Revise admissions preferences for charter renewal and development of potential new charter.	Year 1	X	X	Principal/ Superintendent	
1.2 Increase presence and awareness of SVA in more diverse communities.	1.2.1 1. Annually convene Outreach & Diversity Committee to evaluate the effectiveness of efforts and to plan current year efforts.	Year 1		X	Operations Director	
	1.2.2 1. Explore and establish partnerships with local organizations.	Year 2		X	Operations Director	
	2. Develop relationships, including the creation of corresponding materials, and calendar communications.	Year 2		X	Operations Director	
	1.2.3 1. Increase accessibility of our message; simplify marketing, provide translation.	Year 1	X		Operations Director	
	1.2.4 1. Develop a Parent - Student Neighborhood Ambassador program. Identify regions and parent and student ambassadors; develop messaging, provide basic training, and publish contact information.	Year 2		X	Operations Director	





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1.3 Be prepared and able to meet the needs of diverse families.	1.3.1	1. Research to understand and anticipate the needs of the populations we are actively recruiting for, and for those we expect to see increases (English Learners and students with special needs (SpEd)).	Year 1		X	Principal/ Superintendent
		2. Develop supplemental training and supports as demographics shift at SVA and at a potential second site.	Year 2		X	Principal/ Superintendent
		3. Effectively manage resources and seek sustainable, additional funding to fund resources beyond what the state funding provides.	Year 2	X	X	Principal/ Superintendent
	1.3.2	1. Improve our community's access to translated SVA materials and on-site translators.	Year 2		X	Superintendent
1.4 Serve diverse students in other schools via partnerships.	1.3.3	1. Identify ways to make SVA's after-school programs more accessible (financially and logistically) and better meet needs of students and families.	Year 1	X	X	Operations Director
	1.4.1	1. Identify potential partners.	Year 4-5		X	TBD
		2. Develop collaborative opportunities.	Year 4-5		X	TBD
<b>OUTCOME 2: Engage in the ongoing pursuit of learning and continuous process of growth.</b>						
<b>Core Goal: 100% of students reach their individual, annual benchmarks for growth.</b>						
Strategy		Tactic	Timeline	Current Capacity	Growth Dependent	Lead
2.1 Develop a system to track	2.1.1	1. Improve SVA's "Whole School Report Card" to capture student growth attributable to SVA philosophy/programs and ensure growth potential is met for students/ subgroups.	Year 1	X		Principal/ Superintendent



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and monitor academic and personal growth.			2. Create a <b>prioritized list of academic and personal benchmarks</b> for growth and timeline.	Year 1	X	Instructional Coach
			3. Effectively calendar and <b>implement assessment cycles</b> on a trimester basis.	Year 1	X	Instructional Coach
			4. <b>Capture and synthesize assessment data</b> into the Whole School Report Card.	Year 1	X	Instructional Coach
			5. <b>Analyze the data</b> on a trimester basis (with staff and with Board).	Year 1	X	Instructional Coach
2.2 Establish a trustworthy identification process for allocating instructional resources to maximum benefit.	2.2.1	2.2.2	1. <b>Systematize parent communication</b> around student growth for clarity and consistency.	Year 1	X	Operations Director
			2. <b>Train staff</b> in the use of our reports and protocols for communication for a family audience.	Year 1	X	Operations Director
	2.2.2		1. <b>Use the process for intervention identification</b> currently in place (referral by teacher or parent, SST process).	Year 1	X	Instructional Leadership Team
			1. <b>Review disaggregated academic data</b> each trimester, and identify which students vary from the norm/target, are stagnant, or are declining in achievement.	Year 2	X	Instructional Leadership Team
			2. <b>Pair student needs with instructional resources</b> (staff, materials, home engagement, SST process).	Year 2	X	Instructional Leadership Team
2.3	2.3.1		3. <b>Monitor affected students' progress</b> to determine impact of effort and <b>adjust and reallocate</b> on a trimester basis.	Year 2	X	Instructional Leadership Team
			1. <b>Standardize the Classroom Meeting</b> frequency, content, and management protocols to ensure all students access this curriculum similarly.	Year 2-3	X	Vice Principal/ Instructional Coach



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Implement comprehensive social/emotional curriculum.		2. Develop a comprehensive social and emotional learning curriculum. Integrate content already generated within "Everyday Explorers Lesson Series," parts of "Second Step" curriculum, Contribution Circles, Moral Dilemmas/ Logic homework in a sequential manner and generate new content as needed.	Year 2-3		X	Vice Principal/ Instructional Coach
	2.3.2	1. Research and engage thought partners for continued development of this aspect of our program (Character Lab, The Center for Teaching and Reaching the Whole Child, Playworks, Responsive Classroom, Ron Claassen, The Search Institute).	Year 2-3		X	Vice Principal
	2.3.3	1. Improve recess periods as opportunities for students to successfully practice their social and emotional skills; initiate measures that prevent student conflict and develop staff training to improve staff's behavior management skills.	Year 2-3	X		Vice Principal
	2.3.4	1. Further develop and standardize the portfolio reflection process as a tool for student reflection and goal-setting.	Year 2-3	X		Vice Principal/ Instructional Coach
	2.4.1	1. Refine implementation through staff feedback and ongoing staff training.	Year 1	X		Vice Principal
2.4 Deliver a robust Restorative						





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Justice student discipline program.	2.4.2	1. Analyze social-emotional data, discipline, and school climate data from Whole School Report Card to identify needed improvement.	Year 1	X		Vice Principal
<b>OUTCOME 3: Are change-makers, leading transformation within their school and community.</b>						
<b>Core Goal: Every year, our school and community is made better by student contributions.</b>						
Strategy		Tactic	Timeline	Current Capacity	Growth Dependent	Lead
3.1 Implement meaningful service-learning.	3.1.1	1. Standardize and articulate the K-8 service learning process (from identifying challenges/opportunities, to developing a plan for impact, enacting the plan, and determining effectiveness/ reflection).	Year 1	X		Operations Director / Teacher Rep
	3.1.2	1. Curate resources (idea bank, curricular materials, community contacts, potential connections with CCSS, literary selections, or core academic content) and publish for staff use.	Year 2	X		Operations Director / Teacher Rep
3.2 Inspire and encourage the natural change-maker within the student.	3.2.1	1. Create outlets, awards, or recognition for altruistic and progressive students who contribute when they feel naturally motivated to "do something," so that this impulse can be fostered and validated.	Year 3	X		Operations Director / Teacher Rep
<b>INSTRUCTIONAL STAFF</b>						
<b>OUTCOME 4: Demonstrate excellence in curriculum and instruction.</b>						
<b>Core Goal: We retain 100% of our teachers who are demonstrating or progressing towards effectiveness and excellence.</b>						





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Strategy	Tactic	Timeline	Current Capacity	Growth Dependent	Lead
4.1 Shift from a basic teacher evaluation system to a developmental system.	4.1.1 1. Define stages of development and expectations for each, utilizing external resources and research, as well as internal teacher buy-in and feedback.	Year 1	X		Instructional Leadership Team
	2. Build the online performance management software infrastructure (set up the forms and processes electronically in TalentEd) and publish forms and processes on website.	Year 2-3		X	Instructional Leadership Team
	3. Pilot the program in first year and iterate/refine.	Year 2-3		X	Instructional Leadership Team
Strategy	Tactic	Timeline	Current Capacity	Growth Dependent	Lead
4.2 Develop a differentiated, tiered professional development program.	4.2.1 1. Develop Differentiated Professional Development tracks for Teachers and Instructional Aides on an annual must do/can do sequence.	Year 2-3		X	Instructional Coach
	2. Sunshine the new tool, get feedback from teaching staff, and adapt incentives/as needed/able (incentives and implementation)	Year 2-3		X	Instructional Coach
4.3 Refine our instructional supports to equip/empower teachers and	4.3.1 1. Define SVA Curriculum (what gets taught and when), Instruction (philosophy, practices and pedagogical tools of how we teach), and Professional Duties (non-instructional duties and expectations) of the "SVA Experience."	Year 1	X		Instructional Leadership Team
	2. Gather curriculum and instructional resources (videos, strategies, tools) to supplement.	Year 2		X	Grade Level Teams



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increase teacher accountability.		3. <b>Integrate evaluation and professional development resources</b> into the Professional Duties overview (Differentiated Professional Development tracks, expectations for teacher professional development and growth/improvement, evaluation tools, collaboration expectations, internal/external communications protocols).	Year 2-3		X	Grade Level Teams
			Year 1	X		Teachers
			Year 3-5		X	Operations Director
			Year 3-5		X	Grade Level Teams
	4.3.2	1. <b>Establish grade level leaders</b> , including budgeting stipends, defining roles/responsibilities.	Year 1	X		Instructional Coach
<b>OUTCOME 5: Report position sustainability and satisfaction.</b>						
<b>Core Goal: 100% of instructional staff are empowered to create work-life balance.</b>						
<b>Core Goal: 100% of instructional staff are motivated and supported to continuously improve.</b>						
Strategy		Tactic	Timeline	Current Capacity	Growth Dependent	Lead
5.1 Enhance systems of support.	5.1.1	1. <b>Plot achievable growth of the organization</b> , the financial opportunities of growth/scale, and how that translates to increased supports/sustainability.	Year 1	X		Principal/ Superintendent
		2. <b>Prioritize systems of support</b> by greatest value (impact on instructional staff) & financial cost (feasibility for the long haul).	Year 1	X		Principal/ Superintendent



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		3. Decide and commit to a course of growth or non-growth.	Year 1		Principal/ Superintendent
5.2 Encourage and monitor work/life balance.	5.1.2	1. Develop calendars of support for all support roles who provide time-sensitive supports or lead cyclical efforts toward organizational goals so other roles/positions can best benefit from and contribute to these supports and efforts. (Office Assistant, Administrative Assistant, Operations Director, Vice Principal, Prin/Supt, Instructional Coach, Custodian, Instructional Aide)	Year 1	X	Principal/ Superintendent
	5.1.3	1. Evaluate the school calendar and master schedule annually to a) find more time for Instructional Staff collaboration and professional development/ training and b) build in some thoughtful moments of rest/ reduce the hectic pace.	Year 2	X	Grade Level Teams
	5.1.4	1. Improve teacher work spaces/facility for improved functionality and communications, and create a Learning Center for inclusive Special Education delivery.	Year 1	X	Principal/ Superintendent
	5.2.1	1. Develop annual Work/Life Balance checklist for inclusion in start of year, within professional goal-setting, and for continued use in informal feedback and formal evaluation feedback. 2. Sunshine the new tool, get feedback from teaching staff. 3. Integrate checklist into evaluation system to keep staff accountable to their personal goals/ commitments.	Year 1	X	Principal/ Superintendent
			Year 2 3	X	Principal/ Superintendent





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	5.2.2	1. Foster staff connection to mission, vision, and strategic planning progress.	Year 1	X		Principal/ Superintendent
5.3 Adapt administrative team to support organizational growth & improvement.	5.3.1	1. Outline a timeline and a plan for growth to increase revenue.	Year 1	X		Principal/ Superintendent
		2. Fund the separation of the Superintendent position from Principal position to capture capacity for leading organization through change and launch of new school.	Year 1		X	Board of Directors
		3. Define charter management organization administrative and Board roles.	Year 2		X	Board of Directors/ Superintendent
5.4 Establish succession planning for leadership.	5.4.1	4. 1. Create an actionable plan for developing and recruiting organizational leaders for senior positions that may evolve in the next 3-5 years.	Year 3	X		Board of Directors/ Superintendent
<b>OUTCOME 6: Contribute their talents and ideas to improve student outcomes.</b>						
<b>Strategy</b>		<b>Tactic</b>	<b>Timeline</b>	<b>Current Capacity</b>	<b>Growth Dependent</b>	<b>Lead</b>
6.1 Improve internal communication and grade level collaboration.	6.1.1	1. Revise org chart and produce an Instructional Staff org chart to clarify communications and decision-making authority.	Year 1	X		Principal/ Superintendent
		2. Establish internal communication and feedback protocols.	Year 2	X		Principal/ Superintendent
		3. Evaluate and improve inter-school communication annually.	Year 3	X		Principal/ Superintendent
	6.1.2	4. Define grade level team systems - monthly meeting schedule, administration, and protocols for communicating upward and outward.	Year 1	X		Instructional Coach

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		5. Develop grade level leader and team training for ongoing sustaining of this structure.	Year 2		X	Instructional Coach
6.2	6.2.1	1. Create opportunities for staff to generate solutions to challenges and contribute to the growth and continued success of SVA.	Year 2	X		Principal/ Superintendent
		2. Improve staff meeting facilitation techniques that encourage participation and sharing of ideas.	Year 2	X		Principal/ Superintendent
EDUCATION LEADERS						
OUTCOME 7: Schools adopt SVA philosophies and practices to accelerate individual achievement and personal development.						
Core Goal: We retain 100% of our teachers who are demonstrating or progressing towards effectiveness and excellence.						
Strategy		Tactic	Timeline	Current Capacity	Growth Dependent	Lead
7.1	7.1.1	1. Explore relationships with local Teacher Credentialing agencies (TCOE, Brandman, FPU) who might want to partner to provide a GATE Certification program (i.e. strand of 4 classes).	Year 4-5		X	Superintendent
	7.1.2	1. Identify potential avenues to affect change (i.e. "College and Career Collaborative" via County Office of Education, Linked Learning, "Communities of Practice" GATES grant network, etc.) and advocate within them.	Year 3		X	Superintendent
		2. Develop partnerships for local professional development opportunities which provide SVA mission-/vision- aligned learning.	Year 3		X	Superintendent
	7.1.3	1. Host professional development: partner with CA Assn for the Gifted (CAG) or TCOE to run a demonstration/lab school event.	Year 2		X	Principal/ Superintendent



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7.2 Increase awareness within academic communities of SVA's approach.	7.2.1	1. <b>Create a Progressive Educators' Network</b> to encourage progressive/constructivist methods locally and establish regular communication protocol.	Year 4-5		X	Superintendent
	7.2.2	1. <b>Translate internal metrics and data for an external audience</b> to communicate successes and create receptivity and overcome the anti-charter bias.	Year 1	X		Operations Director
	7.2.3	1. <b>Enrich our website</b> with open source content resources in order to drive traffic and expand our audience.	Year 3			Instructional Leadership Team/ Operations Director
	7.2.4	1. <b>Create a philosophy/practices video series</b> for educators to increase accessibility of our message(s).	Year 2		X	Operations Director
	7.2.5	1. <b>Speak at conferences</b> and take advantage of guest speaker opportunities in local trainings/classes to develop the credibility of the organization.	Year 1	X		Principal/ Superintendent
7.3 Establish SVA as the Gifted and Talented Education model.	7.3.1	1. <b>Develop a communications strategy</b> /plan to expand SVA's audience, emphasizing the social justice issues inherent in a public system that does not, in fact, provide "free and appropriate public education," and the equity in access that is possible by providing "gifted ed for all."	Year 1	X		Principal/ Superintendent
	7.3.2	1. <b>Develop an effective identification process</b> and accompanying tools for identifying gifted learners.	Year 1-2	X		Vice-Principal/ Principal/ Superintendent
		2. <b>Publish SVA identification process</b> and tools free of charge.	Year 2-3		X	Operations Director





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7.3.3	1. Curate and recommend succinct guidelines for ensuring your classroom, school, or district is appropriate for the gifted.	Year 2	X		Principal/ Superintendent
7.3.4	1. Hold annual "Excellence or Bust" events and increase number or variety of attendees and effectiveness of program annually.	Year 1	X		Principal/ Superintendent
<b>OUTCOME 8: Local education leaders are advocates of SVA's vision and mission.</b>					
<b>Core Goal: Local districts and charters require identification of gifted and talented students.</b>					
<b>Core Goal: Local districts and charters provide appropriate learning environments for gifted and talented students.</b>					
Strategy	Tactic	Timeline	Current Capacity	Growth Dependent	Lead
8.1 Increase the number and quality of relationships with local leaders.	8.1.1 1. Identify a few local schools to visit, and build relationships with leadership.	Year 3	X		Principal/ Superintendent
	2. Invite local school leaders to SVA and develop leader-specific resources to supplement visits.	Year 3	X		Principal/ Superintendent
8.1.2	1. Build upon and deepen relationships at the County Office of Education and within the Visalia Unified district office.	Year 1	X		Principal/ Superintendent
8.2 Write, publish, and present our argument.	8.2.1 1. Establish thought leadership and advocacy as a primary activity of the Superintendent role to direct traffic back to the campus and/or the website.	Year 3		X	Superintendent
	8.2.2 1. Continue Sacramento advocacy on behalf of charters to develop advocacy capacity.	Year 1	X		Principal/ Superintendent
	8.2.3 1. Develop succinct and powerful messaging for targeted audiences.	Year 3		X	Superintendent



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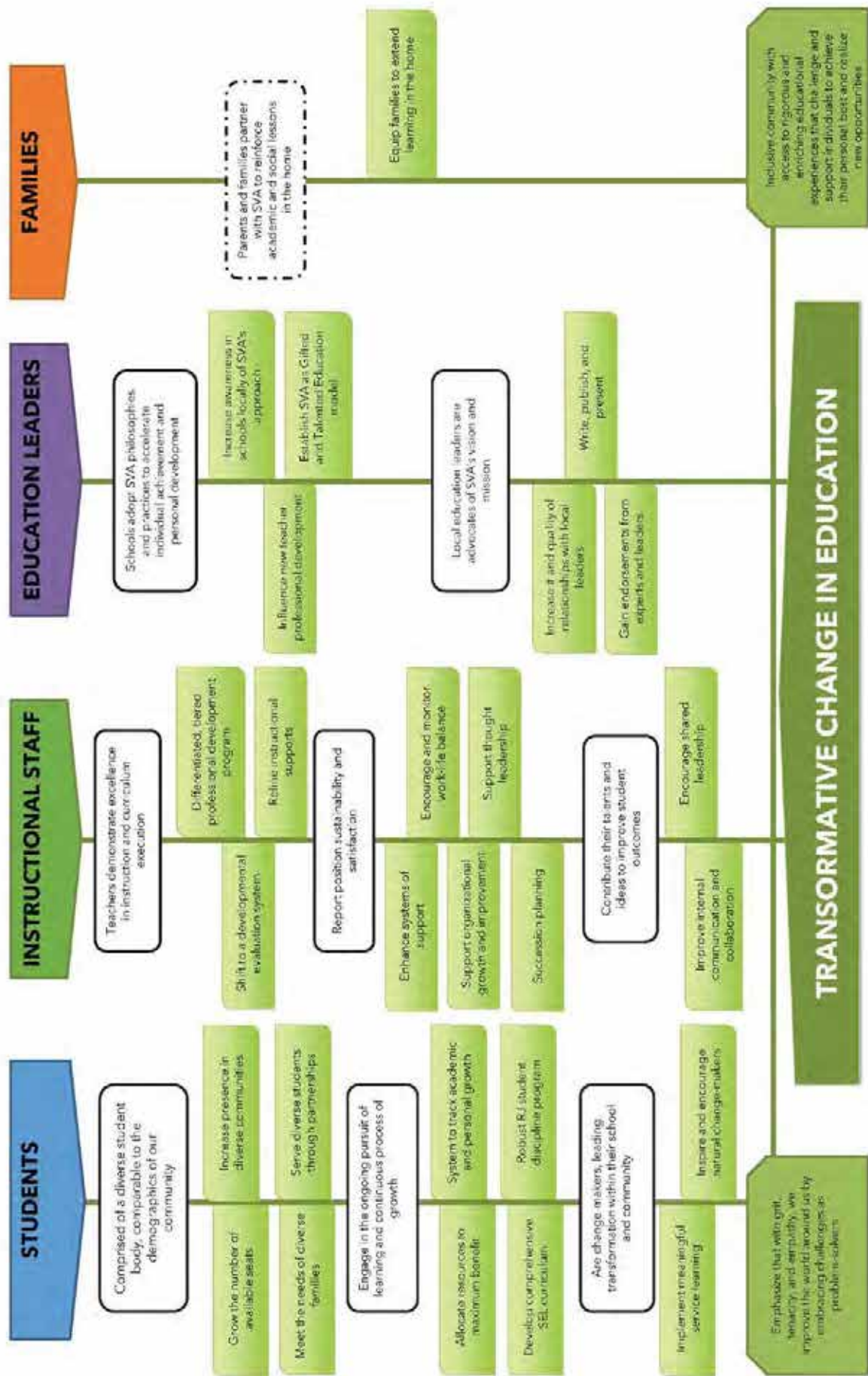
8.3 Gain endorsement from education leaders and experts in the field.	8.3.1	1. Develop and deepen relationships within the charter sector: other charter school leaders, charter organizations' staff/ leadership (e.g., CCSA, CSDC, CAL, 99 Accelerator, etc.).	Year 3		X	Superintendent
	8.3.2	1. Develop and deepen relationships within gifted education (e.g. CAG, UConn, College of William and Mary, or key players like Sandra Kaplan, etc.).	Year 1	X		Principal/ Superintendent
	8.3.3	1. Secure recognition in the form of awards or testimonials that vouch for/ call attention to what we do at SVA.	Year 1	X		Principal/ Superintendent
FAMILIES						
OUTCOME 9: Families partner with SVA to reinforce academic and social lessons in the home.						
Strategy	Tactic		Timeline	Current Capacity	Growth Dependent	Lead
9.1 Equip families to extend student learning at home.	9.1.1	1. Expand parent resources on our website, including a parent version of philosophy/practices video series.	Year 2		X	Operations Director
	9.1.2	1. Standardize and improve Classroom Newsletters to ensure consistent messaging from grade level teams and ensure all students can access and participate in school events.	Year 1	X		Operations Director
	9.1.3	1. Enhance "News & Notes" (our Constant Contact email newsletter) to a) include a regular piece on "reinforcing academic/ social lessons in the home" and ensure consistent vocabulary between home and school; and b) to increase parent belief/trust in the efficacy of SVA practices, especially gifted ed for all and Restorative Justice.	Year 2	X		Operations Director



**STRATEGIC PLAN**  
**APPENDIX C: TACTICS AND IMPLEMENTATION**  
**2016-2021**

		2. <b>Communicate success stories via "News &amp; Notes"</b> and suggest conversation starters.	Year 1	X		Operations Director
		3. <b>Ongoing content generation and coordination</b> with grade level leaders and school administrators for timely and accurate information dissemination.	Year 2	X		Operations Director
	9.1.4	1. <b>Partner with SVA PTO to train Room Parents</b> to be effective resources to the parents in their classroom (i.e. handbook highlights, protocols, tips for life at SVA).	Year 1	X		Teachers/Instructional Coach





**STRATEGIC PLAN**  
**APPENDIX E: STEERING COMMITTEE ROSTER**  
 2016-2021



2015 STRATEGIC PLANNING STEERING COMMITTEE ROSTER		
NAME	POSITION	ORGANIZATION
Allan Benton	Vice-Principal	SVA
Jennifer Denham	Instructional Coach	SVA
Karin Aure Dixon	Board Member (Secretary)	Visalia Unified School District
Ruth Dutton	Principal/Superintendent	SVA
Cristina Johnson	1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher	SVA
Toby Maitland-Lewis	Board Member (Treasurer)	Sun Pacific
Sandra Padilla	1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher	SVA
Jesus Pelayo	Board Member	HEDRON
Claudia VanGroningen	Operations Director	SVA

**RESTATED ARTICLES OF INCORPORATION  
OF  
THE ACADEMIES**

The undersigned certify that:

1. They are the President and the Secretary of The Academies, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

**I.**

The name of the Corporation is The Academies.

**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.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the



Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

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

#### **IV.**

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

#### **V.**

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

## APPENDIX C – RESTATED ARTICLES OF INCORPORATION A& REVISED BOARD BYLAWS

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: \_\_\_\_\_

\_\_\_\_\_  
[INSERT NAME], President

\_\_\_\_\_  
[INSERT NAME], Secretary

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Adopted May 25, 2011  
Amended March 2015  
Amended \_\_\_\_ 2016

**BYLAWS  
OF  
The Academies**

A California Nonprofit Public Benefit Corporation

**ARTICLE I. NAME AND LOCATION OF OFFICES**

Section 1: NAME.

The name of this corporation is THE ACADEMIES (or “this corporation”). It is a California nonprofit public benefit corporation.

Section 2: LOCATION.

The principal office for the activities and affairs of this corporation is 6832 Avenue 280, in Visalia, California. The Board of Directors may change the location of the principal office. Any such change of location must be by amendment to these Bylaws and noted by the Secretary of these Bylaws to state the new location.

**ARTICLE II. PURPOSE AND LIMITATIONS**

Section 1: PURPOSE.

The purpose of THE ACADEMIES is to manage, operate, guide, direct, and promote one or more California public charter schools. THE ACADEMIES is not organized for the private gain of any person. The recital of these purposes as contained in this paragraph is intended to be exclusive of any and all other purposes, this corporation being formed for such public and charitable purposes only.

Section 2: LIMITATIONS.

THE ACADEMIES shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of THE ACADEMIES. THE ACADEMIES 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.

**ARTICLE III. MEMBERSHIP**

Section 1: MEMBERS.

THE ACADEMIES shall have no voting members within the meaning of the Nonprofit Corporation Law. Any action that would otherwise require approval by a majority of all members shall only require approval of the Board of Directors (“Board”). All rights that would otherwise vest in the members shall vest in the Board.

#### ARTICLE IV. DIRECTORS

##### Section 1: GENERAL POWERS.

Subject to limitations of the Articles and these Bylaws and of pertinent restrictions of the California Corporations Code and other applicable law, THE ACADEMIES's activities and affairs shall be managed, and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of THE ACADEMIES's activities to any person(s), foundation(s), management company or committees, however, composed, provided that the activities and affairs of this corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of this corporation's Board.

##### Section 2: SPECIFIC POWERS.

Without prejudice to these general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) Appoint and remove, at the pleasure of the Board, all the officers, agents and employees of this corporation; prescribe duties for them as may not be inconsistent with law, with the Articles of Incorporation, or with these Bylaws; fix the terms of their offices and their compensation, if any; and in their discretion require from them security for faithful service;
- (b) Adopt policies and procedures required by law and/or which will serve to ensure compliance with the law and/or THE ACADEMIES vision, mission, values, and goals;
- (c) Delegate to the President of THE ACADEMIES any duties and powers it deems appropriate as established by Board action, including the adoption of a job description;
- (d) Make disbursements from the funds and properties of THE ACADEMIES as are required to fulfill the purposes of this corporation as are more fully set out in the Articles of Incorporation and generally to conduct, manage, and control the activities and affairs of THE ACADEMIES and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these Bylaws, as they may deem best;
- (e) Adopt, make, and use a corporate seal and to alter the form of the seal from time to time as they may deem best;
- (f) Borrow money and incur indebtedness for the purposes of THE ACADEMIES and to execute and deliver, in this corporation's name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities;
- (g) Retain the services of professionals;

- (h) To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage; and
- (i) Change the principal office or the principal business office in California from one location to another; cause this corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place within the jurisdictional boundaries of its school charter(s), in California, for holding any Board meetings.

Section 3: NUMBER OF DIRECTORS.

The authorized number of Directors of THE ACADEMIES shall be not less than five (5) and not more than nine (9), with the exact number to be determined from time-to-time by the Directors unless changed by amendment to these Bylaws. The total number of authorized Directors shall include not less than one (1) and not more than two (2) parent and/or legal guardian representatives from each charter school operated by THE ACADEMIES, as those terms are defined in Section 6 of these Bylaws. In accordance with California Education Code Section 47604(b) and the terms of the Charter, the charter authorizer may select one representative to sit on the Board. If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Section 4: SELECTION OF OFFICE.

Directors shall be elected at each annual meeting of the Directors. If any annual meeting is not held, or the Directors are not elected at that meeting, the Directors may be elected at any special or regular meeting of Directors.

Section 5: QUALIFICATIONS.

Each Director shall be a voting member and must believe without reservation in the purposes of this corporation. Each Director's service is expected to advance the mission, vision, value and goals of THE ACADEMIES. Directors shall adhere to these Bylaws, applicable THE ACADEMIES policies and procedures, and the Leadership Protocols, as such may be amended from time-to-time. In addition and prior to initial election, each Director must have attended and fully participated in at least one event of this corporation.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, public relations, or other desirable areas of expertise.

Section 6: SEPARATE QUALIFICATIONS FOR PARENT DIRECTORS.

Notwithstanding any other provision of these Bylaws, any Director serving as a parent



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or legal guardian representative of this corporation must be the parent or legal guardian of at least one student enrolled in a charter school operated by this corporation.

Section 7. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

### Section 8: TERM.

Each Director shall hold office for two (2) years and until a successor Director has been designated and qualified.

### Section 9: NOMINATIONS BY COMMITTEE.

The Chair of the Board will appoint a committee ("Nominating Committee") made up of existing Directors to review applicants and designate qualified candidates for election to the Board in accordance with a timeline established by the Board. The Nominating Committee shall make its report in accordance with the timeline established by the Board 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 the committee. The Board shall not be limited in its consideration of candidates for Board members to the list submitted by the Nominating Committee but may also nominate candidates.

### Section 10: VACANCIES.

Any Director may resign effective on giving written notice to the Chair of the Board, or the Secretary, or to the Board, unless the notice specifies a later time for the effectiveness of such resignation.

If the resignation is to take effect at some future time, a successor may be selected before that time, to take office when the resignation becomes effective.

Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, or removal of any Director; if the authorized number of Directors is increased; or if a Director misses three (3) meetings in a fiscal year without reasonable cause.

The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or



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judgment of any court to have breached any duty arising under the California Nonprofit Public Benefit Corporation Law. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

### Section 11: 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 12: REMOVAL OF DIRECTORS.

A Director, except for the representative appointed by the charter authorizer, may be removed from office with or without cause. Removal of a Director shall be by a majority vote of the Board of Directors then in office at any regular or special meeting of the Board of Directors, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). Reasons for action of removal shall be given in writing to each Board member at least fifteen (15) days prior to any action being taken. The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

### Section 13: PLACE OF MEETINGS.

Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agencies' boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

### Section 14: MEETINGS; ANNUAL MEETINGS.

All meetings of the Board of Directors and its committees shall be called, noticed, held, and conducted in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, appointment of Officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by action of the Board of Directors in accordance with the Brown Act.

### Section 15: 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 16: 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, or the Vice-Chair in the absence of the Chair or a

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majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

### Section 17: 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 each Director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- (a) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of THE ACADEMIES, or as may have been given to THE ACADEMIES by the Director for purposes of notice, or, if an address is not shown on THE ACADEMIES'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 ACADEMIES, 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 18: 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 fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

### Section 19: ADJOURNMENT.

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

### Section 20: COMPENSATION AND REIMBURSEMENT.

Directors shall not receive compensation for their services as Directors or Officers but

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may receive reimbursement of expenses incurred in carrying out their duties as Directors or Officers that the Board of Directors has approved in advance and determined by action to be just and reasonable at the time the action is adopted.

Section 21: BOARD COMMITTEES.

To the extent permitted by law, the Board may, by Board action adopted by a majority of the Directors then in office, 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 of the Board. No committee may consist of a majority of the total number of Directors serving on the Board. Each committee created hereunder shall only have those powers and authority expressly enumerated by the Board.

Appointments to committees of the Board of Directors shall be by majority vote of the Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting.

Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, or other applicable law, also requires approval of the Directors or approval of a majority of all Directors;
- (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 THE ACADEMIES 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 ACADEMIES is a party and in which one or more of its Directors has a material financial interest.

Section 22: OFFICIAL BOARD 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. All meetings of Board committees shall be conducted under the rules

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established by the Board. Minutes of each meeting shall be kept and shall be filed with THE ACADEMIES 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 23: NON-LIABILITY OF DIRECTORS.**

No Director shall be personally liable for the debts, liabilities, or other obligations of THE ACADEMIES.

**Section 24: COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.**

THE ACADEMIES and its 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 V. OFFICERS**

**Section 1: OFFICES HELD.**

The Officers of THE ACADEMIES shall be a Chair, a Vice-Chair, a Treasurer, and a Secretary.

**Section 2: NO DUPLICATION OF OFFICE HOLDERS.**

No Officer may concurrently hold more than one office.

**Section 3: ELECTION OF OFFICERS.**

The Officers of THE ACADEMIES shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

**Section 4: APPOINTMENT OF OTHER OFFICERS.**

The Board of Directors may appoint and authorize the Chair or another Officer to appoint any other Officers that THE ACADEMIES may require. Each appointed Officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

**Section 5: REMOVAL OF OFFICERS.**

The Board of Directors may, by a majority of the Directors in office, remove any Officer with or without cause. Officers shall be removed, if at all, pursuant to the process described in Article IV, Section 11 of these Bylaws.

**Section 6: 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 ACADEMIES under any contract to which the Officer is a party.

**Section 7: 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.

**Section 8: CHAIR.**

The Chair shall preside at all Board of Directors' meetings. The Chair shall have such other powers and duties as the Board of Directors or the Bylaws may require.

**Section 9: VICE-CHAIR.**

If the Chair is absent or disabled, the Vice-Chair shall perform all duties of the Chair. When so acting, a Vice-Chair shall have all powers of and be subject to all restrictions on the Chair. The Vice-Chair 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 ACADEMIES'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 Treasurer shall work with another Director or Officer or a Board-designated representative to (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of THE ACADEMIES with such depositories as the Board of Directors may designate; (b) disburse THE ACADEMIES's funds as the Board of Directors may order; (c) render to the Chair and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of THE ACADEMIES; and (d) have such other powers and perform such other duties as the Board, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give THE ACADEMIES 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 ACADEMIES 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.

**Section 11: SECRETARY.**

The Secretary shall keep or cause to be kept, at THE ACADEMIES'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 office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

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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.

## **ARTICLE VI. CONFLICTS OF INTEREST**

### **Section 1: COMPLIANCE WITH ALL LAWS.**

This corporation shall comply with all applicable laws pertaining to conflicts of interest.

### **Section 3: CONTRACTS WITH DIRECTORS.**

THE ACADEMIES 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 the Corporation's directors are directors and have a material financial interest).

## **ARTICLE VII. LOANS TO DIRECTORS AND OFFICERS**

### **Section 1: LOANS TO DIRECTORS AND OFFICERS.**

THE ACADEMIES shall not lend any money or property to or guarantee the obligation of any Director or Officer. THE ACADEMIES may advance money to a Director or Officer of THE ACADEMIES 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 ACADEMIES.

## **ARTICLE VIII. 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 (c) 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 IX. INSURANCE**

##### **Section 1: INSURANCE.**

THE ACADEMIES 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 X. MAINTENANCE OF CORPORATE RECORDS**

##### **Section 1: MAINTENANCE OF CORPORATE RECORDS.**

THE ACADEMIES 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 XI. INSPECTION RIGHTS**

##### **Section 1: INSPECTION RIGHTS.**

Every Director shall have the right at any reasonable time to inspect and copy all books, records, and documents of every kind, and to inspect the physical properties of THE ACADEMIES of which the person is a Director, for a purpose reasonably related to that person's interest as a Director. 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 ACADEMIES, 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 ACADEMIES.

##### **Section 3: MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.**

THE ACADEMIES shall keep at its principal 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 and at all reasonable times during office hours.

The Academies, Bylaws  
Adopted May 25, 2011  
Amended March 2015  
Amended \_\_\_\_ 2016

**Section 4: INSPECTION BY MEMBERS OF THE PUBLIC.**

Upon demand by a member or members of the public and to the extent required by law, THE ACADEMIES will make available its public documents for inspection and/or copying as required by the California Public Records Act and other applicable law. The Board may adopt a policy implementing this Section.

**XII. 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 in office at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the charter schools operated by THE ACADEMIES or make any provisions of these Bylaws inconsistent with those charters, the corporation's Articles of Incorporation, or any laws.

**XIII. FISCAL AND ADMINISTRATIVE POLICIES**

**Section 1: FISCAL YEAR.**

The fiscal year of THE ACADEMIES shall begin on July 1st and end on June 30th of each year.

**Section 2: REPORTS.**

The Board may adopt policies for compliance with all laws pertaining to mandatory corporate reports.

**Section 3: ANNUAL REPORTS.**

The Board shall cause an annual report to be prepared and sent to each Director on the Board within one hundred twenty (120) days after the end of this corporation's fiscal year. Said report must contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of this corporation;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenues or receipts, both unrestricted and restricted to particular purposes;
- (d) Expenses or disbursement for both general and restricted purposes;
- (e) An independent accountant's report or, if none, the certificate of an authorized Officer of this corporation that such statements were prepared without an accountant's audit from this corporation's books and records; and
- (f) Any additional information required under these Bylaws or the Board.

The Academies, Bylaws  
Adopted May 25, 2011  
Amended March 2015  
Amended \_\_\_\_ 2016

**ARTICLE XIV. MISCELLANEOUS PROVISIONS**

Section 1: TRAINING.

The Board may, by resolution, enact a mandatory policy for Board member training, which must include any training mandated by law.

Section 2: EMPLOYMENT POLICIES.

The Board may, by resolution, enact any employment policy for the purpose of satisfying the requirements of any law or to further any administrative or other goal or objective.

Section 3: OTHER POLICIES.

The Board may, by resolution, enact any policy for the purpose of satisfying the requirements of any law or to further any administrative or other goal or objective.

Section 5: 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.

The foregoing Bylaws were amended by a majority of the Board of Directors on this \_\_\_\_ day of April, 2016.

\_\_\_\_\_  
Rachele Berghund, Chair

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of The Academies, a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages, are the Bylaws of this corporation as adopted by the Board of Directors on May 25, 2011 and as amended by the Board of Directors on April \_\_\_\_, 2016, and that these Bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_, 2016 at Visalia, California.

\_\_\_\_\_  
Karin Aure, Secretary

8/22/2016

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# 2015 Test Results for English Language Arts/Literacy and Mathematics

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Test Results for:

## Sycamore Valley Academy School

CDS Code: 54-72256-0125542

Sycamore Valley Academy District

Tulare County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 170

Total Number of Students Tested in School: 166

**Select to Review Results by Group/Subgroup:**

All Students (Default)



Select

[Print Test Results](#)

## Export Report

Export these test results as a [Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

<http://caaspp.cde.ca.gov/SE/2015/ViewReport?ys=true&testYear=2015&testType=B&testCounty=54&testDistrict=72256-1382&testSchool=0125542&testGroup=1&testSubGroup=1>

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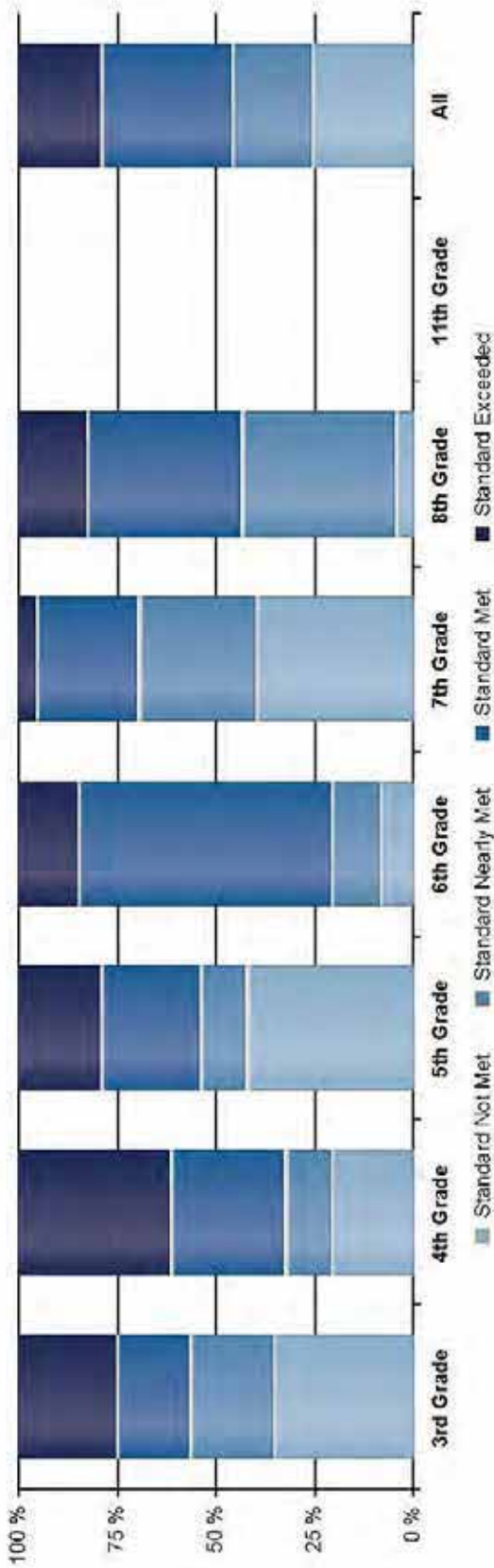


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ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	28	32	32	27	27	24	N/A	170
Number of Students Tested	28	30	31	26	27	23	N/A	165
Percent of Enrolled Students Tested	100.0 %	93.8 %	96.9 %	96.3 %	100.0 %	95.8 %	N/A	97.1 %

<http://caaspp.cde.ca.gov/S32015/ViewReport?pe=true&testYear=2015&testType=B&testCounty=54&testDistrict=72256-1382&testSchool=0125542&testGroup=1&testSubGroup=1>

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Number of Students With Scores	28	28	28	28	27	23	N/A	160
<b>Mean Scale Score</b>	<b>2408.8</b>	<b>2496.6</b>	<b>2485.9</b>	<b>2569.1</b>	<b>2510.3</b>	<b>2582.7</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	25 %	39 %	21 %	15 %	4 %	17 %	N/A	21 %
Standard Met	18 %	29 %	25 %	65 %	26 %	39 %	N/A	33 %
Standard Nearly Met	21 %	11 %	11 %	12 %	30 %	39 %	N/A	20 %
Standard Not Met	36 %	21 %	43 %	8 %	41 %	4 %	N/A	26 %

English Language Arts/Literacy Scale Score Ranges**Areas****Reading: Demonstrating understanding of literary and non-fictional texts**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	30 %	39 %	21 %	27 %	11 %	22 %	N/A	25 %
At or Near Standard	37 %	43 %	32 %	62 %	48 %	65 %	N/A	47 %
Below Standard	33 %	18 %	46 %	12 %	41 %	13 %	N/A	28 %

**Writing: Producing clear and purposeful writing**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26 %	36 %	39 %	38 %	15 %	39 %	N/A	32 %

<http://caaspp.cde.ca.gov/SB2015/ViewReport?js=true&testYear=2015&testType=B&testCourse=54&testDistrict=72256-1382&testSchool=0125542&testGroup=1&testSubGroup=1>

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	At or Near Standard	30 %	46 %	25 %	50 %	48 %	57 %	N/A	42 %
	Below Standard	44 %	18 %	36 %	12 %	37 %	4 %	N/A	26 %

### Listening: Demonstrating effective communication skills

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	19 %	21 %	14 %	12 %	11 %	13 %	N/A	15 %
	At or Near Standard	70 %	71 %	46 %	88 %	67 %	70 %	N/A	69 %
	Below Standard	11 %	7 %	39 %	0 %	22 %	17 %	N/A	16 %

### Research/Inquiry: Investigating, analyzing, and presenting information

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	38 %	32 %	42 %	7 %	17 %	N/A	25 %
	At or Near Standard	56 %	42 %	46 %	54 %	59 %	83 %	N/A	56 %
	Below Standard	30 %	21 %	21 %	4 %	33 %	0 %	N/A	19 %

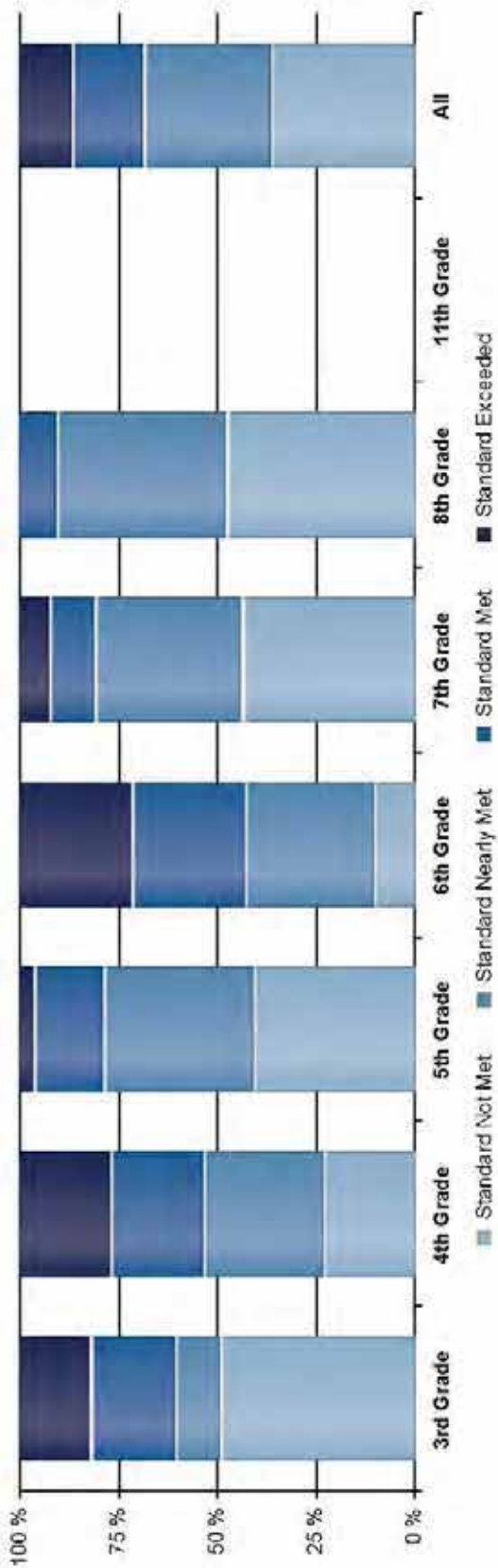
### English Language Arts/Literacy Area Achievement Level Descriptors

8/2/2016

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MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	28	32	32	32	27	27	N/A	170
Number of Students Tested	28	30	30	30	26	27	N/A	164

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Percent of Enrolled Students Tested	100.0 %	93.8 %	93.8 %	96.3 %	100.0 %	95.8 %	N/A	96.5 %
Number of Students With Scores	28	30	29	21	27	23	N/A	158
<b>Mean Scale Score</b>	<b>2409.1</b>	<b>2469.2</b>	<b>2464.2</b>	<b>2560.9</b>	<b>2479.3</b>	<b>2497.0</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	18 %	23 %	3 %	29 %	7 %	0 %	N/A	13 %
Standard Met	21 %	23 %	17 %	29 %	11 %	9 %	N/A	18 %
Standard Nearly Met	11 %	30 %	38 %	33 %	37 %	43 %	N/A	32 %
Standard Not Met	50 %	23 %	41 %	10 %	44 %	48 %	N/A	37 %

Mathematics Scale Score Ranges

**Areas**

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	25 %	23 %	7 %	24 %	11 %	0 %	N/A	15 %
At or Near Standard	25 %	30 %	34 %	57 %	37 %	30 %	N/A	35 %
Below Standard	50 %	47 %	59 %	19 %	52 %	70 %	N/A	50 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
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	Above Standard	21 %	27 %	3 %	33 %	7 %	0 %	N/A	15 %
	At or Near Standard	25 %	50 %	52 %	48 %	41 %	57 %	N/A	45 %
	Below Standard	54 %	23 %	45 %	19 %	52 %	43 %	N/A	40 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	25 %	30 %	4 %	43 %	4 %	4 %	N/A	18 %
	At or Near Standard	46 %	33 %	54 %	48 %	70 %	57 %	N/A	51 %
	Below Standard	29 %	37 %	43 %	10 %	26 %	39 %	N/A	31 %

**Mathematics Area Achievement Level Descriptors**
<http://caaspp.cde.ca.gov/SB2015/ViewReport?pe=true&testYear=2015&testType=BasicCounty=54&testDistrict=72256-1392&testSchool=0125542&testGroup=1&testSubGroup=1>

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# 2015 Test Results for English Language Arts/Literacy and Mathematics



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Test Results for:

## Visalia Unified District

CDS Code: 54-72256-00000000

Visalia Unified District

Tulare County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in District: 17,295

Total Number of Students Tested in District: 16,949

**Select to Review Results by Group/Subgroup:**

All Students (Default)



Select

[Print Test Results](#)

### Export Report

Export these test results as a [Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

<http://caaspp.cde.ca.gov/SE/2015/ViewReport?ys=true&testYear=2015&testType=B&testCounty=54&testDistrict=72256-0000&testSchool=61&testSubGroup=1>

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The chart displays the percentage of students in each grade level (3rd Grade through 11th Grade and All) who have met or exceeded the mathematics standards. The y-axis represents the percentage from 0% to 100%. The x-axis lists the grade levels. The legend indicates four categories: Standard Not Met (light blue), Standard Nearly Met (medium blue), Standard Met (dark blue), and Standard Exceeded (darkest blue).

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3rd Grade	40%	25%	20%	15%
4th Grade	35%	25%	25%	15%
5th Grade	40%	20%	25%	15%
6th Grade	35%	25%	25%	15%
7th Grade	30%	30%	25%	15%
8th Grade	30%	30%	25%	15%
11th Grade	25%	30%	25%	20%
All	25%	30%	25%	20%

All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	2,193	2,256	2,243	2,146	2,100	2,177	2,033	15,148
Number of Students Tested	2,157	2,221	2,206	2,110	2,052	2,124	1,950	14,820
Percent of Enrolled Students Tested	98.4 %	98.4 %	98.4 %	98.3 %	97.7 %	97.6 %	95.9 %	97.8 %




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Number of Students With Scores	2,146	2,207	2,192	2,098	2,049	2,116	1,936	14,744
<b>Mean Scale Score</b>	<b>2390.4</b>	<b>2430.6</b>	<b>2470.3</b>	<b>2503.6</b>	<b>2537.8</b>	<b>2560.7</b>	<b>2581.3</b>	<b>N/A</b>
Standard Exceeded	12 %	15 %	13 %	10 %	12 %	14 %	19 %	14 %
Standard Met	20 %	19 %	24 %	29 %	35 %	36 %	33 %	28 %
Standard Nearly Met	28 %	21 %	22 %	31 %	26 %	27 %	27 %	26 %
Standard Not Met	40 %	45 %	41 %	30 %	27 %	24 %	21 %	33 %

English Language Arts/Literacy Scale Score Ranges**Areas****Reading: Demonstrating understanding of literary and non-fictional texts**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
 Above Standard	14 %	15 %	15 %	13 %	19 %	25 %	26 %	18 %
At or Near Standard	42 %	41 %	41 %	48 %	47 %	45 %	51 %	45 %
Below Standard	44 %	44 %	44 %	39 %	34 %	31 %	23 %	37 %

**Writing: Producing clear and purposeful writing**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	12 %	14 %	18 %	15 %	24 %	24 %	27 %	19 %

<http://caaspp.cde.ca.gov/IB2015/ViewReport?pe=true&testYear=2015&testType=ELA&testScore=72256-000&testSchool=&testSubGroup=1>

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	At or Near Standard	45 %	44 %	43 %	49 %	50 %	52 %	49 %	47 %
	Below Standard	43 %	42 %	39 %	36 %	26 %	24 %	24 %	34 %

### Listening: Demonstrating effective communication skills

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	11 %	11 %	9 %	11 %	12 %	13 %	15 %	12 %
	At or Near Standard	64 %	63 %	62 %	70 %	64 %	65 %	62 %	64 %
	Below Standard	25 %	26 %	29 %	19 %	24 %	23 %	23 %	24 %

### Research/Inquiry: Investigating, analyzing, and presenting information

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	15 %	21 %	20 %	25 %	27 %	29 %	22 %
	At or Near Standard	51 %	51 %	52 %	60 %	53 %	51 %	55 %	53 %
	Below Standard	35 %	34 %	26 %	20 %	22 %	22 %	17 %	25 %

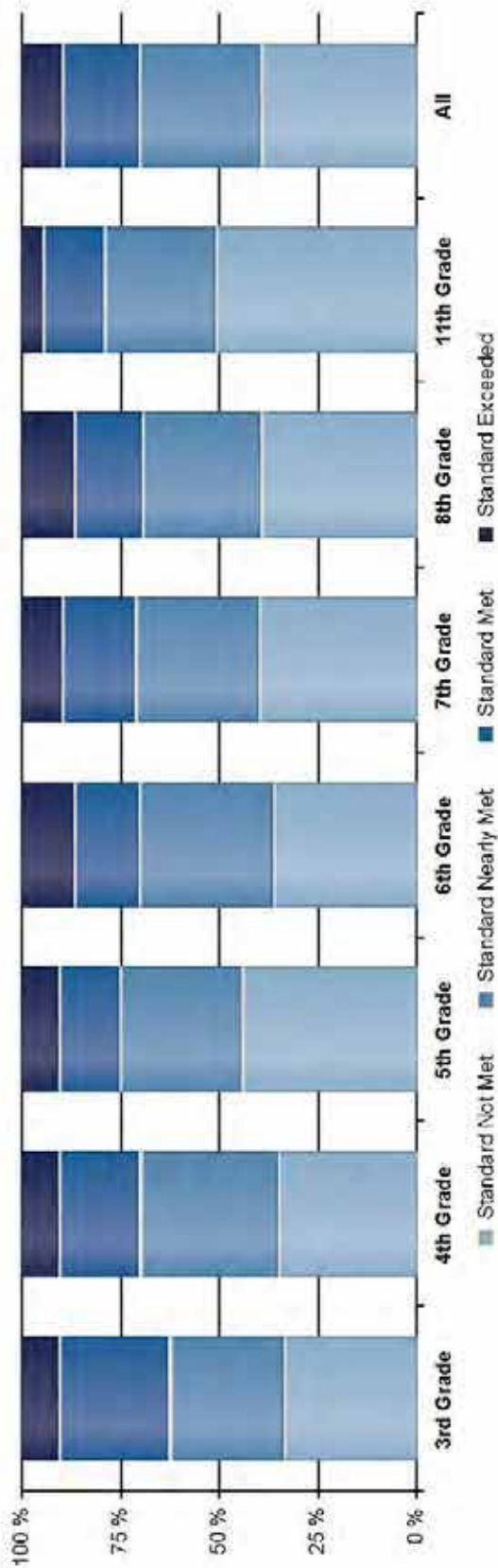
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

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MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	2,193	2,256	2,243	2,146	2,100	2,177	2,033	15,148
Number of Students Tested	2,155	2,214	2,204	2,105	2,056	2,122	1,941	14,797

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Percent of Enrolled Students Tested	98.3 %	98.1 %	98.3 %	98.1 %	97.9 %	97.5 %	95.5 %	97.7 %
Number of Students With Scores	2,139	2,201	2,197	2,099	2,055	2,117	1,931	14,739
<b>Mean Scale Score</b>	<b>2406.7</b>	<b>2442.1</b>	<b>2467.9</b>	<b>2497.7</b>	<b>2505.8</b>	<b>2529.1</b>	<b>2538.9</b>	<b>N/A</b>
Standard Exceeded	9 %	9 %	9 %	13 %	10 %	13 %	5 %	10 %
Standard Met	28 %	20 %	15 %	16 %	18 %	17 %	15 %	19 %
Standard Nearly Met	29 %	35 %	31 %	34 %	31 %	30 %	28 %	31 %
Standard Not Met	34 %	35 %	45 %	37 %	40 %	40 %	52 %	40 %

Mathematics Scale Score Ranges**Areas****CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	21 %	17 %	15 %	19 %	18 %	17 %	10 %	17 %
At or Near Standard	39 %	31 %	32 %	33 %	33 %	38 %	36 %	35 %
Below Standard	40 %	53 %	53 %	48 %	49 %	45 %	54 %	49 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
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<http://caaspp.cde.ca.gov/IB2015/ViewReport?pe=true&testYear=2015&testType=BasicCourse=54&testDistrict=72256-000&testSchool=&testGroup=1&testSubGroup=1>

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	Above Standard	15 %	11 %	9 %	12 %	14 %	9 %	12 %
	At or Near Standard	43 %	43 %	38 %	48 %	51 %	51 %	46 %
	Below Standard	42 %	47 %	53 %	40 %	35 %	40 %	42 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	16 %	15 %	9 %	11 %	12 %	8 %	12 %
	At or Near Standard	55 %	43 %	45 %	51 %	67 %	56 %	53 %
	Below Standard	29 %	42 %	46 %	37 %	21 %	36 %	35 %

**Mathematics Area Achievement Level Descriptors**
<http://caaspp.cde.ca.gov/SB2015/ViewReport?pe=true&testYear=2015&testType=BasicCounty=54&district=72256-000&inSchool=&inGroup=1&inSubGroup=1>

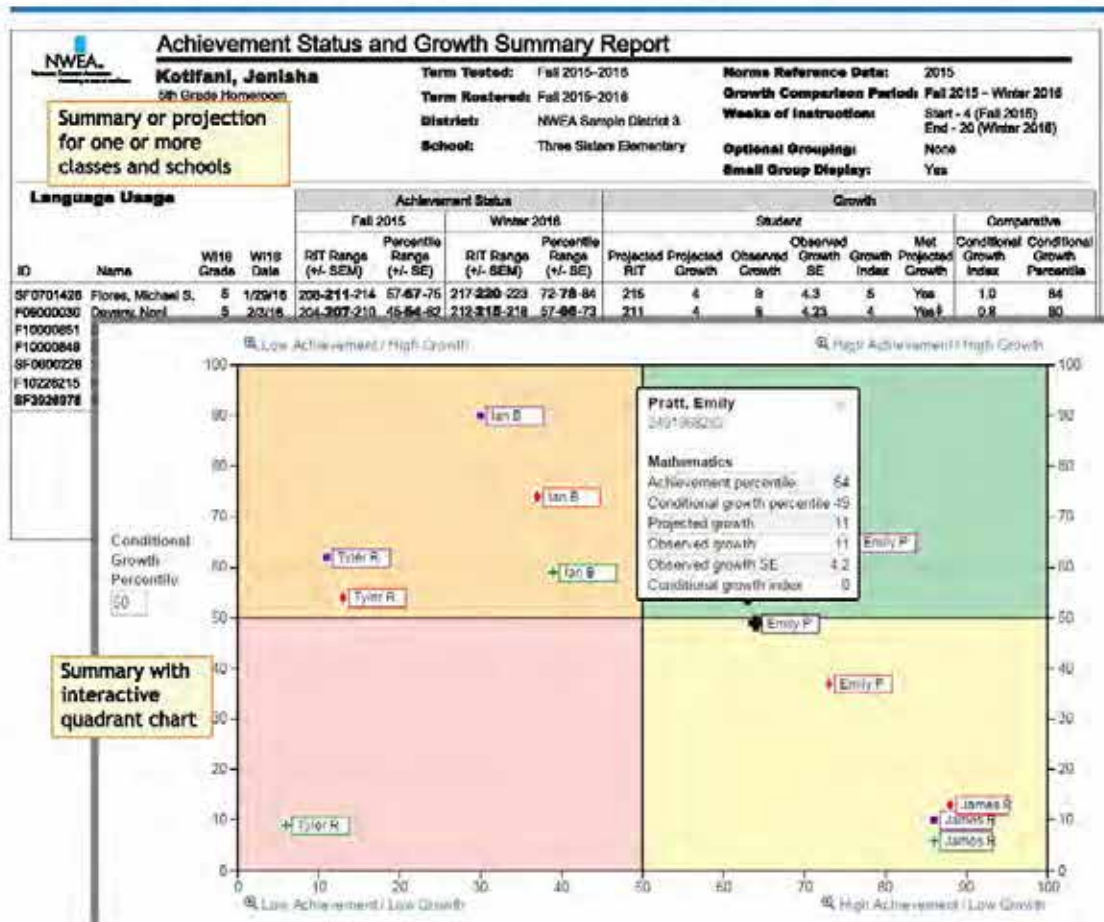
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# APPENDIX E – HYPOTHETICAL SCHOOL CAASPP CALCULATION

Hypothetical School CAASPP Calculation							
Public School of Residence ("PSR")	Number of SVA 3 <sup>rd</sup> 8 <sup>th</sup> grade Students 2014-15 from that PSR	Weight	PSR Average % Met or Exceeded Standard ELA	Weighted ELA Score	Weight	PSR Average % Met or Exceeded Standard MATH	Weighted MATH Score
La Joya	16	0.0952	47	4.4744	0.0952	23	2.1896
Cottonwood Creek	14	0.0833	41	3.4153	0.0833	37	3.0821
Veva Blunt	12	0.0714	29	2.0706	0.0714	16	1.1424
Divisadero	10	0.0595	45	2.6775	0.0595	24	1.428
Royal Oaks	10	0.0595	36	2.142	0.0595	36	2.142
Willow Glen	10	0.0595	34	2.023	0.0595	31	1.8445
Four Creeks	9	0.0536	24	1.2864	0.0536	20	1.072
Mt. View	8	0.0476	37	1.7612	0.0476	22	1.0472
Valley Oak	8	0.0476	45	2.142	0.0476	29	1.3804
Green Acres	7	0.0417	56	2.3352	0.0417	42	1.7514
Manuel Hernandez	7	0.0417	44	1.8348	0.0417	36	1.5012
Golden Oak	6	0.0357	29	1.0353	0.0357	30	1.071
Annie R. Mitchell	5	0.0298	33	0.9834	0.0298	25	0.745
Crestwood	5	0.0298	28	0.8344	0.0298	22	0.6556
Mineral King	5	0.0298	26	0.7748	0.0298	28	0.8344
Conyer	3	0.0179	6	0.1074	0.0179	29	0.5191
Goshen	3	0.0179	14	0.2506	0.0179	11	0.1969
Pinkham	3	0.0179	30	0.537	0.0179	19	0.3401
Simas (Hanford)	3	0.0179	51	0.9129	0.0179	36	0.6444
Elbow Creek	2	0.0119	32	0.3808	0.0119	33	0.3927
Hurley	2	0.0119	60	0.714	0.0119	58	0.6902
Oak Grove	2	0.0119	70	0.833	0.0119	62	0.7378
Sequoia Union	2	0.0119	44	0.5236	0.0119	27	0.3213
Washington	2	0.0119	13	0.1547	0.0119	11	0.1309
Wilson (Exeter)	2	0.0119	29	0.3451	0.0119	17	0.2023
Castle Rock (Woodlake)	1	0.006	20	0.12	0.006	16	0.096
Golden Valley (Orosi)	1	0.006	17	0.102	0.006	23	0.138
Highland	1	0.006	27	0.162	0.006	25	0.15
Kit Carson (Hanford)	1	0.006	26	0.156	0.006	14	0.084
La Sierra	1	0.006	18	0.108	0.006	5	0.03
Linwood	1	0.006	55	0.33	0.006	43	0.258
Monroe (Hanford)	1	0.006	38	0.228	0.006	33	0.198
Mission Valley (Tulare)	1	0.006	47	0.282	0.006	38	0.228
Pleasant (Tulare)	1	0.006	25	0.15	0.006	16	0.096
Rocky Hill (Exeter)	1	0.006	35	0.21	0.006	29	0.174
Shannon Ranch	1	0.006	57	0.342	0.006	47	0.282
Woodrow Wilson (Hanford)	1	0.006	42	0.252	0.006	31	0.186
<b>SVA</b>		<b>1.0007</b>	<b>54</b>		<b>1.0007</b>	<b>31</b>	
<b>Total Students:</b>	<b>168</b>		<b>Weighted Avg. ELA</b>	<b>36.9914</b>		<b>Weighted Avg. MATH</b>	<b>27.9825</b>



## Achievement Status and Growth Report



### Description

Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.

### Applicable Tests

MAP, End of Course, and adaptive MAP for Primary Grades tests.

**Intended Audience**

Instructional coach, teacher, counselor

### Required Roles

Instructor, Administrator, or Assessment Coordinator

### Prior Data

Up to 2 years prior

## APPENDIX F – SAMPLE NWEA MAP REPORTS

- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

### Class Breakdown by RIT, Class Breakdown by Goal

**District:** NWEA Sample District  
**Term Rostered:** Fall 2014-2015  
**Term Tested:** Fall 2013-2014  
**School:** St. Helena Elementary School  
**Instructor:** Saba, Howard D.  
**Class:** Horderoom 1/A1

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.  
 The score in parentheses by the student's name (i.e., Harve (219)) represents their overall RIT score for this subject.

**Breakdown by RIT shows the high level**

Class Breakdown by: RIT

[Create a PDF version of this report. Letter 8 1/2x11](#) • [Create PDF](#)

Subject	Overall Score			
	121-130	131-140	141-150	151-160
Mathematics	J.A. Dahlquist (125) J.E. Siga (128)	F.E. Davidson (134) T.S. Blomman (136) C.L. Berns (138)	J.N. Felipe (142) B.R. Lawrence (142) R.C. Carson (144) L.A. Smith (144) L.S. VanAllen (144) B.N. Linton (146) N.R. Blagg (150) B.D. Glander (150)	H.I. Carlson (152) B.D. Glander (154)
Reading	J.E. Siga (127) J.N. Felipe (130)	T.S. Blomman (136) L.A. Smith (137) B.D. Glander (140) B.D. Glander (140)	H.I. Carlson (141) J.A. Dahlquist (142) B.R. Lawrence (144) C.L. Berns (145) F.E. Davidson (145) L.S. VanAllen (145)	B.N. Linton (151) R.C. Carson (152) N.R. Blagg (155)

**Each subject links to the breakdown by goals**

Class Breakdown by: Math

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Subject: Reading

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	Goal Score				
	111-120	121-130	131-140	141-150	151-160
Foundational Skills	J.E. Siga (127)	J.N. Felipe (120) B.R. Lawrence (142) J.A. Dahlquist (142) T.S. Blomman (136)	T.S. Blomman (136) L.A. Smith (137) B.N. Linton (146) C.L. Berns (145) F.E. Davidson (145) B.R. Lawrence (144) R.C. Carson (144) L.S. VanAllen (144) B.D. Glander (140) B.D. Glander (140)	B.N. Linton (151)	
Language and Writing	J.E. Siga (127) L.A. Smith (137)	J.N. Felipe (120) T.S. Blomman (136) H.I. Carlson (141) B.R. Lawrence (144) F.E. Davidson (145)	B.D. Glander (140) B.R. Lawrence (142) C.L. Berns (145) R.C. Carson (144)	J.A. Dahlquist (142) L.S. VanAllen (145) B.N. Linton (151) N.R. Blagg (155)	
Literature and Informational	J.E. Siga (127) J.N. Felipe (130)	T.S. Blomman (136) L.A. Smith (137) B.D. Glander (140) H.I. Carlson (141)	B.D. Glander (140) J.A. Dahlquist (142) C.L. Berns (142)	F.E. Davidson (145) L.S. VanAllen (145) B.N. Linton (151) N.R. Blagg (155)	R.C. Carson (152)

**Links to the Learning Continuum and applicable learning statements**

#### Description

Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student.

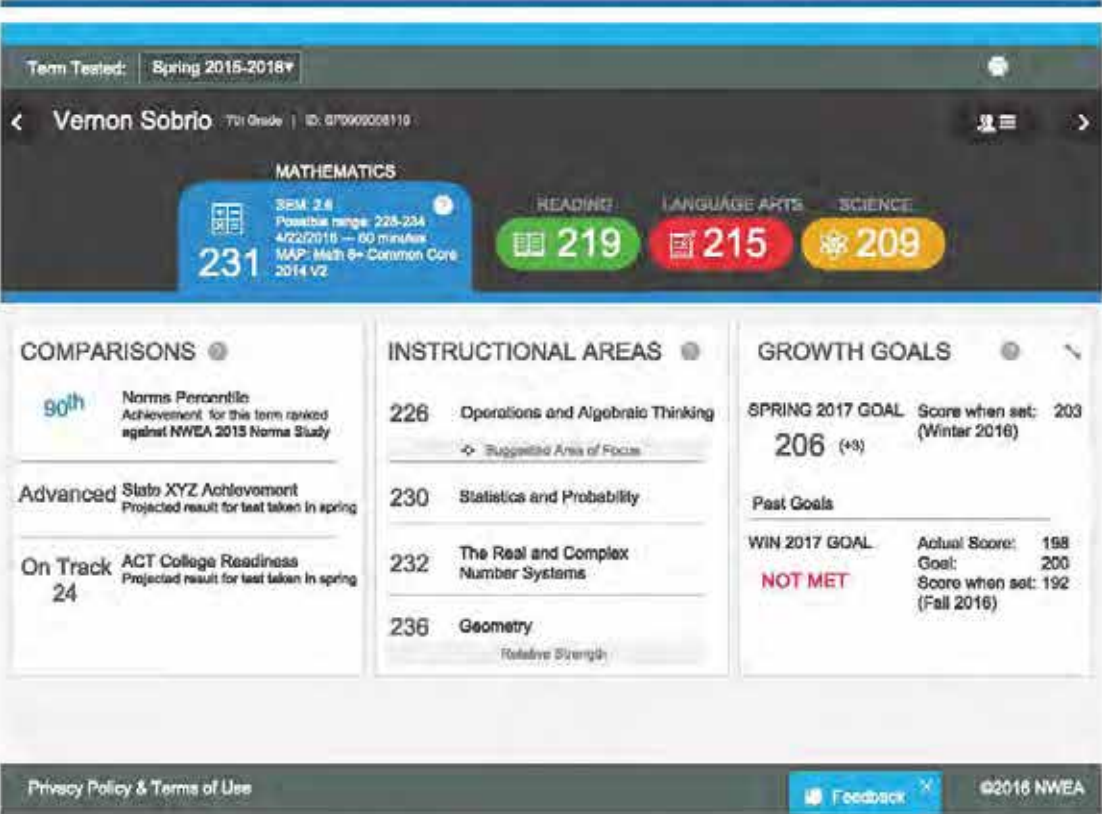
- By RIT—High-level view across basic subjects
- By Goal—Detailed view for specific goals within each subject

Results are limited to 250 students per class. For unlimited students, use [Grade Breakdown on page 27](#).

#### Applicable Tests

MAP, End of Course, and adaptive MAP for Primary Grades tests.

Student Profile: Next-Generation Report

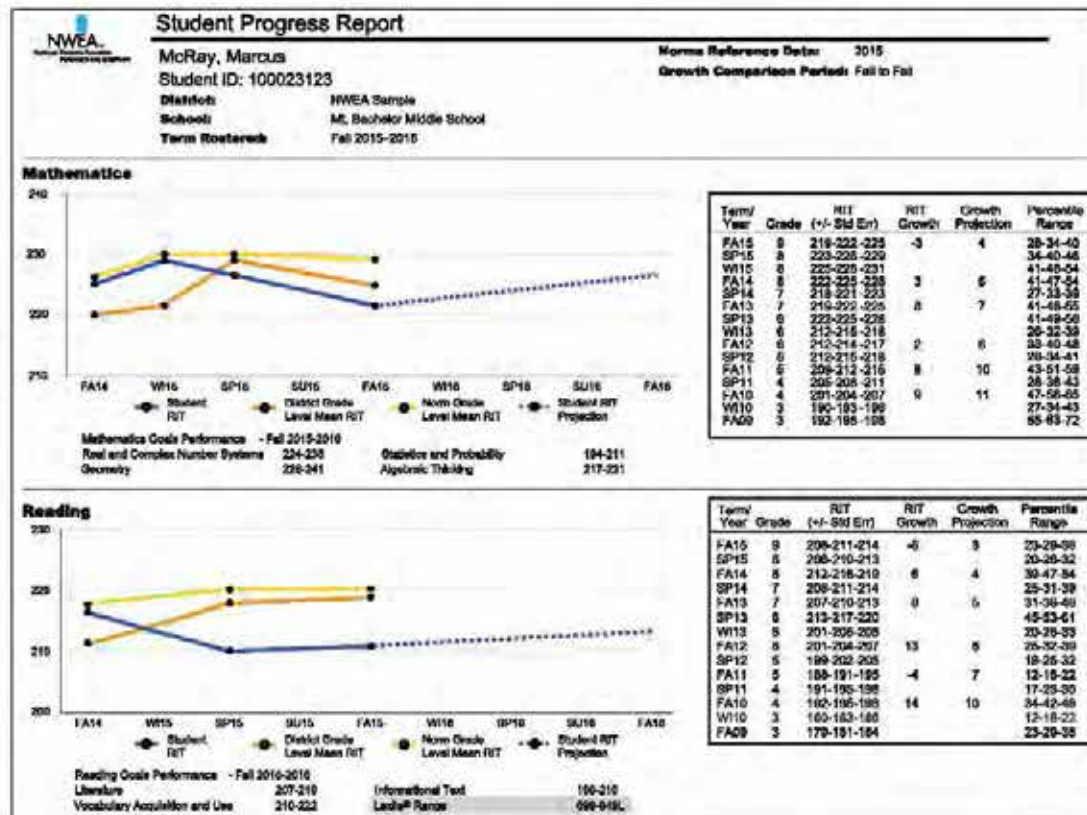


Description	When complete, it will show all the data you need to support each student's growth.
Applicable Tests	MAP and adaptive MAP for Primary Grades tests. (Not Survey tests.)
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	All years prior

## APPENDIX F – SAMPLE NWEA MAP REPORTS

4. Strike a balance:
  - Challenge your student—To advance academically, students should strive to go beyond the typical scores.
  - Be realistic—Consider past performance so the goal fits your student's capabilities.

## Student Progress Report



**Description** Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.

**Applicable Tests** MAP, Survey, End of Course, and adaptive MAP for Primary Grades tests.

**Audience** Teacher, instructional coach, counselor, student, parent


**Required Roles** Instructor, Administrator, or Assessment Coordinator

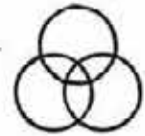
**Prior Data** All years prior



## APPENDIX G – DIFFERENTIATION AT THE ACADEMIES

### Differentiation at **THE ACADEMIES**

<b>Goal</b> (implicit, American values)	Students will perform to their ability/ personal best, and reach their potential.		
<b>Goal</b> (explicit, system- wide)	Students will perform to the level of the rigorous Common Core standards, and exit their K-12 education "college or career ready."		
<b>Promise</b>	Free and Appropriate Public Education for all (AKA "FAPE")		
COMMON CORE STATE STANDARDS (AKA "what students need to know")			
↑ ↑  Bridges/ Pathways to Achieve Goals and Deliver on Our Promise  (AKA "how to cover this material")  ↑ ↑		Special Needs of students with IEP's or 504 plans	Special Needs of students who are identified as Gifted
	<b>Accommodation</b>	Differentiating <u>Instruction</u>	
	<ul style="list-style-type: none"><li>changes <u>how</u></li><li>same objectives or standards</li></ul>	<ul style="list-style-type: none"><li>extra time</li><li>preferred seating</li><li>taking breaks</li><li>pencil grip</li><li>adaptive technology</li><li>tasks broken up into smaller chunks</li><li>use of visual or hands-on aides</li><li>structured organizers for notes (greater scaffolding)</li></ul>	<ul style="list-style-type: none"><li>Acceleration <i>levels of questioning, TLAD, universal concept/themes</i></li><li>Depth</li><li>Complexity <i>prompts/icons</i></li><li>Novelty <i>critical and creative thinking skills, "voice and choice," independent projects</i></li></ul> 
	<b>Modification</b>	Differentiating <u>Curriculum</u>	
	<ul style="list-style-type: none"><li>changes <u>what</u></li><li>different objectives or standards</li></ul>	<ul style="list-style-type: none"><li>different assignment</li><li>different learning materials</li><li>slowing the pace of introducing new content</li><li>typically below grade level objectives/goals</li></ul>	<ul style="list-style-type: none"><li>compacting or "testing out"</li><li>skipping a grade or "grade acceleration"</li><li>delivering new/added content (i.e. a language)</li><li>speeding up the pace of introducing new content</li><li>typically above grade level objectives/goals</li></ul>
OUR ACTUAL, HUMAN STUDENTS (AKA "who my students are" and their individual needs)			



context

### How SVA Will Benefit Students, the District, and the Community



There are currently 24 elementary schools in Visalia Unified. With that many K-6 schools, why do we need another? Sycamore Valley Academy (SVA) does not offer more of the same, but something qualitatively different. SVA offers a challenging and progressive education to students, school choice and alternatives for parents, and opportunities for collaboration and mutual benefit to the district.

Gifted students are not being intentionally neglected at traditional elementary schools, but the structure at these sites makes true differentiation difficult for teachers to implement. This handout identifies some of the problems that our gifted and highly motivated students face in the current educational system and how SVA can help alleviate these issues. In addition, some community- and district-wide problems are identified and addressed.

<b>Problem</b>	<b>Access to grade-level content only</b>
	The lockstep system of our traditional schools predetermines curriculum by age and grade. Little or no exception is made for students who are ready and eager to advance. Academically gifted students sit in classes covering content they already know on a frequent and regular basis.
<b>Solution</b>	Multi-age classrooms, thematic units, a spiraled curriculum, ability grouping for math instruction, and project-based learning provide access to above grade-level content, opportunities for greater depth and understanding, and individual advancement without restrictions.
<b>Problem</b>	<b>Piecemeal Pedagogy</b>
	Because chunking information and scaffolding instruction have proven effective with many learners, this is the dominant form of instruction in traditional schools. Although "the exceptional mind thrives on complexity and challenge and can process huge quantities of information at a time. Schools don't provide information this way" (Tolan, 1995).
<b>Solution</b>	Thematic units and a spiraled curriculum allow students to study topics in-depth and from multiple perspectives, in ways that leave the complexity and interrelated characteristics of the topic intact. Project-based learning affords students opportunities to pursue interests in greater depth and breadth.



## APPENDIX H – HOW SVA WILL BENEFIT STUDENTS, THE DISTRICT, AND THE COMMUNITY

<b>Problem</b>	<b>Typical school schedule</b> In traditional schools, some subjects may be allotted just 30-50 minutes per lesson. Gifted children often have exceptional concentration spans and, once connected with a subject, prefer to stick with a topic for long periods of time. "Exceptionally gifted children typically learn by total immersion" (Tolan, 1985).
<b>Solution</b>	Extended periods with thematic units allow students to concentrate deeply on a topic so that concepts can transfer and inform other subject areas. Self-directed periods to explore materials or work on individualized projects allow students the uninterrupted time that they need to learn deeply.
<b>Problem</b>	<b>Too-strict adherence to learning activities and outcomes</b> Lesson planning at most elementary schools includes a measurable learning goal, teacher modeling, student practice, and formative assessment. Students are expected to conform to the lesson, and teachers may punish students for misbehavior or inattention when they try to self-differentiate or individualize the lesson. The result is socializing students to hide their abilities and under-achieve.
<b>Solution</b>	Multi-age classrooms and providing choice to students in demonstrating their learning creates the condition where a variety of outputs is the norm. Lesson planning and design includes a focus on standards-based objectives as well as individualized learning goals. Teachers with an in-depth understanding of techniques and practices that work for gifted learners emphasize process over product.
<b>Problem</b>	<b>Repetition and over-practice of skills</b> Repetition and drill are necessary for many students to develop fluency in skills and commit them to long-term memory. For gifted students this practice is an unnecessary waste of time and a source of frustration. "The normal school curriculum calls for a 70/30 split between time spent on teaching basic skills and time devoted to higher cognitive learning, such as reasoning, drawing inferences and reaching conclusions. The gifted child seems to need the reverse emphasis." (Ramos, 1975)
<b>Solution</b>	Thematic units and individualized projects emphasize interdisciplinary approaches to complex learning over discrete and repetitive skills. Opportunities for acceleration and advancement replace re-teaching for students who don't need it.
<b>Problem</b>	<b>Gifted children have unique social and emotional needs</b> Frustration, emotional sensitivity, and perfectionism (fear of failure) are common traits of gifted children and this makes them especially vulnerable and sensitive to perceived judgments of teachers and peers. Frustration is often a result of asynchronous development. "Adults, expecting social maturity to match high level intellectual development, may label a highly articulate, logical child as a behavior problem when he or she exhibits an age-appropriate tantrum" (Roedell, 1984).
<b>Solution</b>	Social/emotional learning activities strengthen students' coping strategies and increase self-understanding. Staff who are familiar with the needs of advanced learners help students, parents, and families to set appropriate goals, recognize sources of frustration, and ensure positive learning environments.

## APPENDIX H – HOW SVA WILL BENEFIT STUDENTS, THE DISTRICT, AND THE COMMUNITY

<b>Problem</b>	<b>Parents in search of highly rigorous and intellectually stimulating educational options for young children turn to private and home school options</b> Personal observations in two local private schools do not support the theory that private schools are better serving gifted and academically adventurous students, though many parents are under the assumption that they do. Some home-school providers may be able to provide rigorous academic experiences for their children, but would prefer a school environment for their child if one were available that met their expectations.
<b>Solution</b>	A public educational alternative offering highly rigorous, individualized learning, with opportunities for greater depth and complexity, as well as advancement, would entice private- and home-school families back to the public school system.
<b>Problem</b>	<b>Community “brain drain”</b> Tulare County, and Visalia in particular, have been recently highlighted among the least “brainy” areas in the state. Personal experience and anecdotal evidence reveal that many of our brightest and most capable students do not return to the valley after college to raise their families, even when appropriate work is available. Some who do return send their children to boarding school or move away again in search of better educational opportunities for their children.
<b>Solution</b>	Expanded and diverse educational options may foster renewed interest in Visalia as a viable place for families who place a high value on educational opportunities, benefiting not only our schools but our community. Kaweah Delta District Hospital (KDDH) doctor recruitment would also benefit from diverse local educational options.
<b>Problem</b>	<b>Some of our brightest students feel ill-prepared for university compared to their peers</b> As a result of being continuously unchallenged, many students have not developed the self-discipline or effective tools to persevere and meet their full potential in college. Students who do not study, yet earn good grades, leave our institutions without knowing how to study when they face their first real challenge. Furthermore, these students develop a mindset starting in elementary school that needing to study is a sign of weakness or of not being smart enough.
<b>Solution</b>	Studies have shown that when gifted students learn together, performance improves for these children and motivation increases (Kulik, 2003). A school designed to challenge students academically will promote study skills and academic habits that allow students to achieve more and compete successfully in their future. By working alongside peers who push them, students will learn how to study, how to learn effectively, and how to dig deeper (in content and personally). Research also shows that these students will be more willing to take risks as well as to take on more difficult tasks.

## APPENDIX H – HOW SVA WILL BENEFIT STUDENTS, THE DISTRICT, AND THE COMMUNITY

<b>Problem</b>	<b>Lack of teacher training in gifted education</b> Most teachers “have acquired the compassionate rhetoric of accommodating all learners [but] have not acquired the understanding or skills to put compassion to work” (Robinson, 1994). According to the district's 2009 GATE Survey, teachers feel a need for more support services in accommodating gifted learners, more training regarding the characteristics of gifted learners and their related social and emotional basis, and more staff development to incorporate techniques to support learning in their classrooms.
<b>Solution</b>	The presence of a school focusing on the needs of gifted learners provides a benefit to the entire school system. Gifted and talented students at all sites will be better served when their teachers have access to resident experts, ongoing professional development in gifted education, and the professional exchange of ideas and practices.

### Conclusion

Over eighty years of research shows that the academic, social, and emotional needs of gifted students are regularly not met in the traditional classroom setting, and that the more exceptional the child, the more likely the regular education setting can actually be a damaging experience. Creating an environment suitable to educate these unique learners will lead to significant achievement gains, improved social growth, and elimination of student isolation. In addition, Sycamore Valley Academy can play an important role in the District's mission to “raise expectations” and “accelerate the rate (pace) of learning,” ensuring all students envision and pursue their highest aspirations and achieve their highest potential.

### Works Cited

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- Robinson, A. (1994). Teachers, talent development, and talented students. *Gifted Child Quarterly*, 38, 99–102.
- Roedell, W. (1984). Vulnerabilities of highly gifted children. *Roeper Review*, Vol. 6, No. 3, pp. 127-130.
- Tolan, Stephanie S. (1985). Stuck in another dimension: the exceptionally gifted child in school. *Gifted Child Today*, November-December issue.

## Philosophical Basis

The following table provides an overview of the key philosophical tenets that serve as the foundation for the philosophy of learning at the charter schools operated by The Academies Charter Management Organization.

Constructivism (DeVries)
<ul style="list-style-type: none"> <li>a system based on inquiry, discovery, application, and reflection where wonder and curiosity are encouraged and validated as a means for deeper learning</li> <li>valuing process in addition to product</li> <li>project-based learning, offering students a range of choices to demonstrate learning, interdisciplinary content and hands-on experiences to increase retention</li> <li>a preference for open-ended questions/problems/ projects/ performances/ presentations instead of short-answer and multiple-choice tests</li> <li>a belief that collaboration is conducive to learning and the classroom is a teacher-guided, democratic learning community</li> <li>creating classes where students become comfortable "making mistakes," a low-risk environment, as they share their ideas/hypotheses and explore and discover within the safety of the learning community</li> </ul>
John Dewey (1916)
<ul style="list-style-type: none"> <li>Understanding education as growth                             <ul style="list-style-type: none"> <li>"The educative process is a continuous process of growth, having as its aim at every stage an added capacity for growth."</li> </ul> </li> <li>Belief that the success of a school will never be measurable in wholly quantitative terms, and that the higher aim of education is in developing habits of mind that spark a love of learning and the capacity to learn                             <ul style="list-style-type: none"> <li>"The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies the means for making the desire effective in fact."</li> </ul> </li> <li>Understanding that education is a social experience that serves a social purpose                             <ul style="list-style-type: none"> <li>"Schools require for their full efficiency more opportunity for conjoint activities in which those instructed take part, so that they may acquire a <i>social</i> sense of their own powers and of the materials and appliances used."</li> <li>"It is the business of education to discover aptitudes and progressively to train them for social use."</li> </ul> </li> <li>Belief that educating students for eventual participation in a democracy means freeing "individual capacity in a progressive growth directed to social aims"                             <ul style="list-style-type: none"> <li>"An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of the given individual to be educated."</li> <li>"Until the democratic criterion of the intrinsic significance of every growing experience is recognized, we shall be intellectually confused by the demand for adaptation to external aims."</li> </ul> </li> <li>Belief that education is an essential factor in social mobility and a commitment to helping students expand their range of options in life through high-quality education                             <ul style="list-style-type: none"> <li>"It is the office of the school environment to balance the various elements in the social environment, and to see to it that each individual gets an opportunity to escape from the limitations of the social group into which he was born, and to come into contact with a broader environment."</li> </ul> </li> <li>Recognition that education is a means for deliberate and conscious cultural transmission and is a vital means for transmitting democratic principles in particular                             <ul style="list-style-type: none"> <li>"What nutrition and reproduction are to physiological life, education is to</li> </ul> </li> </ul>

## APPENDIX I – PHILOSOPHICAL BASIS

- social life."
- "Whether we permit chance environments to do the work, or whether we design environments for the purpose [of cultural transmission] makes a great difference. And any environment is a chance environment... unless it has been deliberately regulated with reference to its educative effect."
- "Democracy has to be born anew in every generation, and education is its midwife."
- Preference for a learn by doing, hands-on approach that makes learning relevant for students
  - "Education is not preparation for life, it is life itself."
  - "As societies become more complex in structure and resources, the need of formal or intentional teaching and learning increases. As formal teaching and training grow in extent, there is the danger of creating an undesirable split between the experience gained in more direct associations and what is acquired in school. This danger was never greater than at the present time, on account of the rapid growth in the last few centuries of knowledge and technical skill."

### Maria Montessori

- a curriculum and instructional philosophy that balances the concrete, sensorial experiences with abstract reasoning
- a safe, orderly learning environment where individual students are allowed time in the day to explore and discover through the materials themselves, the flexibility for self-direction and self-development
- "individual learning contracts" to guide students' individual projects and track progress toward mastery of content, as well as the use of Montessori learning materials in the classroom
- Maria Montessori's famous axiom, "Teach by teaching, not by correcting." We intend to listen to explanation first when we observe something that appears incorrect. Knowing that gifted learners are often creative thinkers, we do not want to quickly mark something "incorrect" and thereby discourage innovation or risk-taking. We will seek to understand before we redirect students.
- positive input to spur student growth and preserve students' enthusiasm while inspiring internal motivation for improvement and correctness

### Waldorf model (Steiner)

- room for the child's imagination and creativity at school
- individual variations in the pacing of curriculum
- attention to the developing emotional life of the child, and artistic expression in performing and visual arts
- valuing cooperation over competition, working together to create our own books and classroom reference materials as we question, discover, process, and construct knowledge
- a belief that schooling should not be about simply banking information in the learners' minds but about fostering learning habits and joy in learning
- a desire to educate the whole human being—the heart and the hands, as well as the head
- striving to transform education into an art

### Classical approach (Adler)

- thematic units with a strong base in the humanities, the rich stories of history and literature, and the chance to engage philosophical questions
- use of the Socratic seminar method: whole class round table discussion
- instruction in the scientific method, logic, rhetoric, and argument that is paced according to age, gradually increasing in complexity and subtlety as the student grows and learns

## APPENDIX I – PHILOSOPHICAL BASIS

- use of teacher-directed instruction when appropriate for students and content objectives
- belief that by equipping students with strong thinking, reading, and writing skills, we empower students to join the "Great Conversation" — the ongoing conversation of great minds through the ages, and have a legitimate say at any table of discussion



# APPENDIX J – SAMPLE WEEKLY SCHEDULES

SAMPLE KINDER 2015-2016

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP
8:15					
8:30					
8:45	ELA (8:10-9:45 am)	ELA (8:10-9:45 am)	ELA (8:10-9:45 am)	ELA (8:10-9:45 am)	ART (8:10-9:45 am)
9:00					
9:15					
9:30					
9:45	RECESS	RECESS	RECESS	RECESS	RECESS
10:00	MATHEMATICS (10:00-10:50)	MATHEMATICS (10:00-10:50)	MATHEMATICS (10:00-11:30)	MATHEMATICS (10:00-11:30)	MATHEMATICS (10:00-11:30)
10:15					
10:30					
10:45	10:50-11:30 Science	10:50-11:30 PE			
11:00					
11:15					
11:30	LUNCH (eat then play)	LUNCH (eat then play)	LUNCH (eat then play)	LUNCH (eat then play)	LUNCH (eat then play)
11:45					
12:00					
12:15		12:10-12:45 Spanish	12:10-12:50 Science	12:10-12:45 Spanish	12:10-1:30 WRITING & FREE CHOICE FRIDAY
12:30					
12:45	12:10-1:30 WRITING	12:40-1:30 WRITING	12:50-1:30 WRITING	12:40-1:30 WRITING	
1:00					
1:15					
1:30	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
1:45					
2:00					
2:15					
2:30					
2:45					
3:00					
3:15					
3:30					

# APPENDIX J – SAMPLE WEEKLY SCHEDULES

SAMPLE 1st/2nd Grade 2015-2016

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP
8:15	ELA/ GUIDED READING ROTATIONS (8:15-9:45)	ELA/ GUIDED READING ROTATIONS (8:15-9:15)  PE (9:15-9:45)	ELA/ GUIDED READING ROTATIONS (8:15-9:45)	ELA/ GUIDED READING ROTATIONS (8:15-9:15)  PE (9:15-9:45)	ELA/ GUIDED READING ROTATIONS Friday Letter Book (8:15-9:45)
8:30					
8:45					
9:00					
9:15	RECESS	RECESS	RECESS	RECESS	RECESS
9:30					
9:45					
10:00					
10:15	Math Deployment (10:00-11:30)	Math Deployment (10:00-10:30) Project/ SS (10:30-11:30)	Math Deployment (10:00-11:30)	Math Deployment (10:00-10:30) Project/ SS (10:30-11:30)	Math Deployment (10:00-11:30)
10:30					
10:45					
11:00					
11:15	LUNCH 11:30-12:10 (play first eat second)	LUNCH 11:30-12:10 (play first eat second)	LUNCH 11:30-12:10 (play first eat second)	LUNCH 11:30-12:10 (play first eat second)	LUNCH 11:30-12:10 (play first eat second)
11:30					
11:45					
12:00					
12:15	Writing (12:10-12:45)	Writing (12:10-12:55)	Writing (12:10-12:45)	Writing (12:10-12:55)	Writing (12:10-1:00)
12:30					
12:45					
1:00					
1:15	Science (12:45-1:45)	Spanish (12:55-1:45)	Science (1:00-2:00)	Spanish (12:55-1:45)	Spanish (1:00-1:45)
1:30					
1:45					
2:00					
2:15	Weekly Comprehension Lesson (2:00-3:00) RTS/ Pack Up (3:00-3:30)	Weekly Comprehension Lesson (2:00-3:00) RTS/ Pack Up (3:00-3:30)	DISMISSAL  STAFF DEVELOPMENT	RECESS	(2:00-3:30) Deploy with Yado for Anchor Lessons
2:30					
2:45					
3:00					
3:15	DISMISSAL	DISMISSAL		DISMISSAL	BUS DUTY
3:30					



# APPENDIX J – SAMPLE WEEKLY SCHEDULES

SAMPLE 3rd/4th Grade 2015-2016

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP
8:15	3/4 MATH	3/4 MATH	3/4 MATH	3/4 MATH	3/4 MATH
8:30					
8:45					
9:00					
9:15					
9:30					
9:45					
10:00	RECESS	RECESS	RECESS	RECESS	RECESS
10:15	PE (10:20-10:50)	ELA/WRITING/HSS Class Meeting (11:30-12:00)	PE (10:20-10:50)	ELA/WRITING/HSS Music (11:15-12:00)	ART/READING Class Meeting (11:30-12:00)
10:30					
10:45	ELA/WRITING/HSS				
11:00					
11:15					
11:30					
11:45	LUNCH 12:10-12:50 (eat first play second)	LUNCH 12:10-12:50 (eat first play second)	LUNCH 12:10-12:50 (eat first play second)	LUNCH 12:10-12:50 (eat first play second)	LUNCH 12:10-12:50 (eat first play second)
12:00					
12:15					
12:30					
12:45					
1:00	READING/ ELA	READING/ ELA	READING/ ELA	READING/ELA	SCIENCE
1:15					
1:30					
1:45					
2:00	RECESS	RECESS	DISMISSAL	RECESS	RECESS
2:15	Spanish (2:15-3:15)	Spanish (2:15-3:15)	STAFF DEVELOPMENT	Science (2:15-3:15)	Spanish (2:15-3:15)
2:30					
2:45					
3:00					
3:15	DISMISSAL	GATE DUTY		DISMISSAL	DISMISSAL
3:30					

# APPENDIX J – SAMPLE WEEKLY SCHEDULES

SAMPLE 5th/6th Grade 2015–2016

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	<b>8:10- LINE UP</b>	<b>8:10- LINE UP</b>	<b>8:10- LINE UP</b>	<b>8:10- LINE UP</b>	<b>8:10- LINE UP</b>
8:15	Science (8:15-9:05)	PE (8:15-9:05)	History/ELA (8:15-9:15)	PE (8:15-9:05)	History/ELA (8:15-9:15)
8:30					
8:45					
9:00					
9:15	SEL 9:05 - 9:25 History/ELA (9:25-10:05)	Science (9:15-10:05)	Spanish (9:15-10:05)	Science (9:15-10:05)	Spanish (9:15-10:05)
9:30					
9:45					
10:00	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
10:15					
10:30					
10:45					
11:00	Math (10:20-12:10)	Math (10:20-11:20) Jr. Great Books /ELA centers (11:20- 12:10)	Math (10:20-12:10)	Math (10:20-11:20) Jr. Great Books /ELA centers (11:20-12:10)	Math (10:20-12:10)
11:15					
11:30					
11:45					
12:00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
12:15					
12:30					
12:45					
1:00	Independent reading (12:50-1:10) Writing (1:10-2:20)	Independent reading (12:50-1:10) Writing (1:10-2:20)	Writing 12:50-1:30 Elective (1:30-2:00) <b>DISMISSAL</b>	Independent reading (12:50-1:10) Writing (1:10-2:20)	Independent reading (12:50-1:20) Art (1:20-2:20)
1:15					
1:30					
1:45					
2:00	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
2:15			<b>STAFF DEVELOPMENT</b>		
2:30	Elective (2:30-3:30)	Great books/ELA centers (2:30-3:30)		Great books/ELA centers (2:30-3:30)	Elective (2:30-3:30)
2:45					
3:00					
3:15					
3:30	<b>DISMISSAL</b>	<b>DISMISSAL</b>		<b>DISMISSAL</b>	<b>BUS DUTY</b>



# APPENDIX J – SAMPLE WEEKLY SCHEDULES

SAMPLE 7th/8th Grade 2015-2016

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP	8:10- LINE UP
8:15	PE (8:15-9:05)	7th Grade Spanish (8:15-9:15)	PE (8:15-9:05)	7th Grade Spanish (8:15-9:15)	8:15-8:35 8th Grade
8:30					
8:45					
9:00	7th Grade (9:05-10:25) 80 minutes	7th Grade (9:15-10:25) 70 minutes	7th Grade (9:05-10:25) 80 minutes	7th Grade (9:15-10:25) 70 minutes	7th Grade (8:35-10:25) 110 minutes
9:15					
9:30					
9:45					
10:00					
10:15					
10:30	RECESS	RECESS	RECESS	RECESS	RECESS
10:45					
11:00					
11:15	8th Grade (10:40-12:50) 130 minutes	8th Grade (10:40-12:50) 130 minutes	8th Grade (10:40-12:50) 130 minutes	8th Grade (10:40-12:50) 130 minutes	8th Grade (10:40-12:50) 130 minutes
11:30					
11:45					
12:00					
12:15					
12:30					
12:45	LUNCH (12:50-1:30) recess first eat second	LUNCH (12:50-1:30) recess first eat second	LUNCH (12:50-1:30) recess first eat second	LUNCH (12:50-1:30) recess first eat second	LUNCH (12:50-1:30) recess first eat second
1:00					
1:15					
1:30	8th Grade (1:30-2:20) 50 minutes	7th Grade (1:30-2:20) 50 minutes	Elective (1:30-2:00) DISMISSAL	7th Grade (1:30-2:20) 50 minutes	8th Grade (1:30-2:20) 50 minutes
1:45					
2:00	RECESS	RECESS		RECESS	RECESS
2:15					
2:30	Elective (2:30-3:30)	7th Grade (2:30-3:30) 60 minutes	STAFF DEVELOPMENT	7th Grade (2:30-3:30) 60 minutes	Elective (2:30-3:30)
2:45					
3:00					
3:15					
3:30	BUS DUTY	DISMISSAL		DISMISSAL	DISMISSAL

## APPENDIX K – ILP PARENT/GUARDIAN INPUT FORM

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

## Individualized Learning Plan (ILP) Parent Input Form 2015-16



To help us personalize learning opportunities for your student, we are asking for your input and perspective. Based upon the information you share here and our knowledge of your student, we will set individual learning goals in an Individualized Learning Plan (ILP) for your student. **The ILP is a structure at our school designed to ensure that SVA students' unique abilities, interests, aptitudes and dispositions are responded to, that students are seen as individuals and supported in their unique path and development.**

In the space provided below, please share information about your student that will help your child's teacher develop appropriate academic and social-emotional goals for the school year. Consider what might not be visible to his/her teacher: share a view of the child outside the classroom. Respond to as many of the following as you think would be helpful.

- How your child seems to approach academics or the different academic subjects
- Your perceptions about your child's attitude toward school, adults, or peers
- Any information related to development that the teacher could benefit from knowing (i.e. how the child progressed through developmental milestones)
- If the child has patterns in the way he/she learns best (i.e. through repeated practice, better auditorily, prefers to work with others, etc.).
- Any known triggers that cause your child distress
- Any area you believe your child could be vulnerable or need support
- Any area you believe your child has special talent or aptitude
- Anything else you think we should know

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Thank you for sharing your insight about your child with our staff! Teachers will have ILP's developed by mid-October. Progress toward ILP goals will be shared in trimester report cards (three times per year) and discussed in Parent-Teacher Conferences (twice a year).



## APPENDIX K – ILP PARENT/GUARDIAN INPUT FORM

Nombre del Estudiante \_\_\_\_\_ Curso \_\_\_\_\_



## Plan de Aprendizaje Individualizado (ILP) Formulario de opinión de los padres 2015-16

Con este formulario les estamos pidiendo su opinión y perspectiva para ayudarnos a personalizar las oportunidades de aprendizaje para su hijo/a. Basados en la información que comparte aquí y nuestro conocimiento de su hijo/a, vamos a establecer metas de aprendizaje individual en un Plan de Aprendizaje Individualizado para su estudiante. **Este plan de aprendizaje es una estructura diseñada para asegurar que las capacidades únicas de los estudiantes de SVA, sus intereses, aptitudes y disposiciones sean reconocidas, que los estudiantes sean vistos como individuos y apoyados en su camino y desarrollo único.**

En el espacio de abajo, por favor, comparta la información sobre su niño o niña que ayudará a la maestra de su hijo/a a desarrollar metas académicas y socio-emocionales apropiadas para el año escolar. Considere lo que posiblemente no sea evidente a su maestro/a, compartiendo una descripción del niño fuera del aula. Responda a la mayor cantidad de los siguientes aspectos con la información que usted crea que le ayudaría al maestro.

- Su hijo, como parece abordar el aprendizaje académico o las diferentes materias escolares.
- Sus percepciones acerca de la actitud de su hijo hacia la escuela, los adultos, o sus compañeros.
- Cualquier información relacionada con el desarrollo que el maestro/a podría beneficiarse de saber (por ejemplo, cómo el niño avanzó a través de los hitos del desarrollo).
- Si el niño o niña tiene hábitos en que él/ella aprende mejor (por ejemplo, a través de la práctica repetida, mejor en forma auditiva, prefiere trabajar con otras personas, etc.).
- Cualquier situación que usted conozca que le causa estrés a su hijo.
- Cualquier área en la que cree que su hijo/a podría ser vulnerable o necesitar ayuda.
- Cualquier área en la que cree que su hijo/a tiene talento o aptitudes especiales.
- Cualquier otra cosa que piensa que deberíamos saber.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

¡Gracias por compartir con nuestro personal las percepciones sobre su hijo/a! Los maestros tendrán el programa de aprendizaje individualizado a mediados de octubre. El progreso hacia las metas planeadas será compartido en la libreta de calificaciones trimestral (tres veces por año) y serán discutidos en las conferencias de padres y maestros (dos veces al año).

# APPENDIX L – SAMPLE STUDENT REPORT CARD



## SYCAMORE VALLEY ACADEMY

A K-8 Charter School within **THE ACADEMIES**

### STANDARDS BASED REPORT CARD

GRADES 1 - 5

STUDENT NAME:

TEACHER NAME:

YEAR:

GRADE LEVEL:

Teacher Signature:

Date:

Parent/Guardian Signature:

Date:

### WHAT DOES IT ALL MEAN?

**F = FALL W = WINTER S = SPRING**

- 1 = Objectives have been introduced and student is practicing these.
- 2 = Student is continuing to practice the objectives to achieve proficiency.
- 3 = Student is demonstrating proficiency in the objectives.
- 4 = Student has shown mastery of the objectives.
- E = Excellent                      S = Satisfactory
- N = Needs Improvement        NYA = Not Yet Assessed

HONOR CODE / CORE 4	F	W	S
Respect for People			
Respect for Process			
Respect for Property			
Respect for Presentation (Uniform Compliance)			
ATTENDANCE	F	W	S
Absences			
Tardies			

PROJECTS	F	W	S
Meets Deadlines & Expectations			
Project Presentation			
Engagement & Contribution			

SERVICE LEARNING	F	W	S
Teamwork			
Research			
Service Hours			
Reflection			

ENGLISH LANGUAGE ARTS • Reading	F	W	S
GRADE LEVEL			
Key Ideas & Details			
Craft & Structure			
Integration of Knowledge & Ideas			
Range of Reading & Level of Text Complexity			

ENGLISH LANGUAGE ARTS • Writing	F	W	S
GRADE LEVEL			
Narrative Writing			
Opinion Writing			
Informational Writing			
Language Conventions			

ENGLISH LANGUAGE ARTS • Speaking & Listening	F	W	S
GRADE LEVEL			
Comprehension & Collaboration			
Presentation of Knowledge & Ideas			

MATHEMATICS	F	W	S
GRADE LEVEL			
Operations & Algebraic Thinking			
Number & Operations in Base 10			
Measurement & Data			
Geometry			
Number & Operations in Fractions (Grade 3-5)			

ART & MUSIC	F	W	S
Engagement			
Achievement			

HISTORY & SOCIAL SCIENCE	F	W	S
Engagement			
Achievement			

SCIENCE	F	W	S
Engagement			
Achievement			

SPANISH	F	W	S
Engagement			
Achievement			

PHYSICAL EDUCATION	F	W	S
Engagement			
Achievement			

ELECTIVE - 5th Grade Only	F	W	S
Engagement			
Achievement			



TEACHER COMMENTS

STUDENT NAME:

TEACHER NAME:

ENGLISH LANGUAGE ARTS		MATHEMATICS	
F		F	
W		W	
S		S	
SCIENCE		SPANISH	
F		F	
W		W	
S		S	
PHYSICAL EDUCATION		ELECTIVE (5th - 8th Grades Only)	
F		F	
W		W	
S		S	
PROJECTS		CITIZENSHIP	
F		F	
W		W	
S		S	
INDIVIDUAL LEARNING PLAN			

GOAL 1

F  
W  
S  
GOAL 2  
F  
W  
S

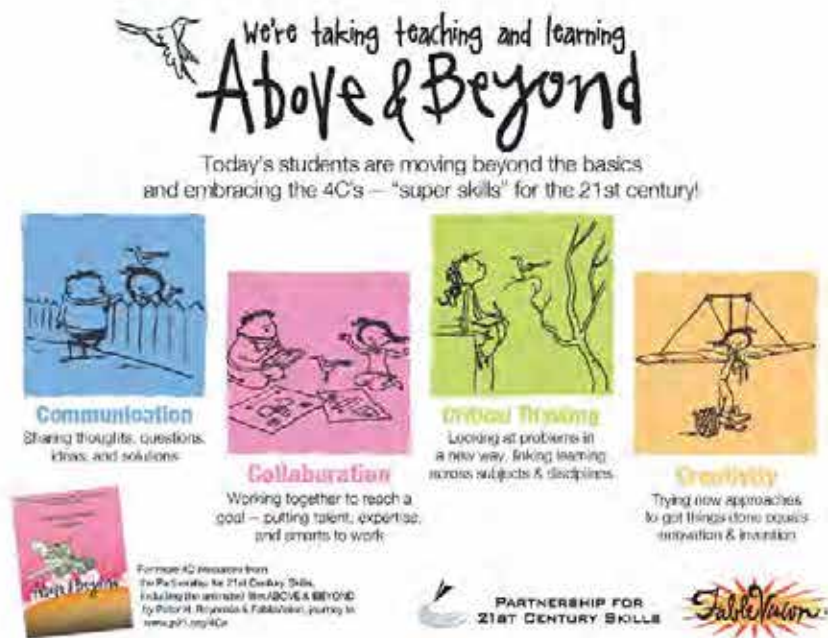
## APPENDIX M – PBL-RELATED RESEARCH

### 21st Century Skills (The Four C's: Communication, Creativity, Collaboration, and Critical Thinking)

"America's system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the "Three Rs" (reading, writing, and arithmetic)... What was considered a good education 50 years ago, however, is no longer enough for success in college, career, and citizenship in the 21st century... If today's students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs")."

- Critical thinking has long been a valued skill in society. Today, every student—not just the academically advanced—needs it. While critical thinking and problem solving used to be the domain of gifted students, now it's a critical domain for every student.
- Expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech—these skills have always been valued in the workplace and in public life. But in the 21st century, these skills have been transformed and are even more important today.
- Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives. Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams.
- In the past, Americans perceived creativity and innovation as secondary in our national curriculum. Today, creativity and innovation are key drivers in the global economy.

(Preparing 21<sup>st</sup> Century Students for a Global Society: An educators guide to the four C's, National Educational Association, <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>)



## APPENDIX M – PBL-RELATED RESEARCH

### Webb's Depth of Knowledge

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks. (NYC Department of Education, <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm>)

### Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

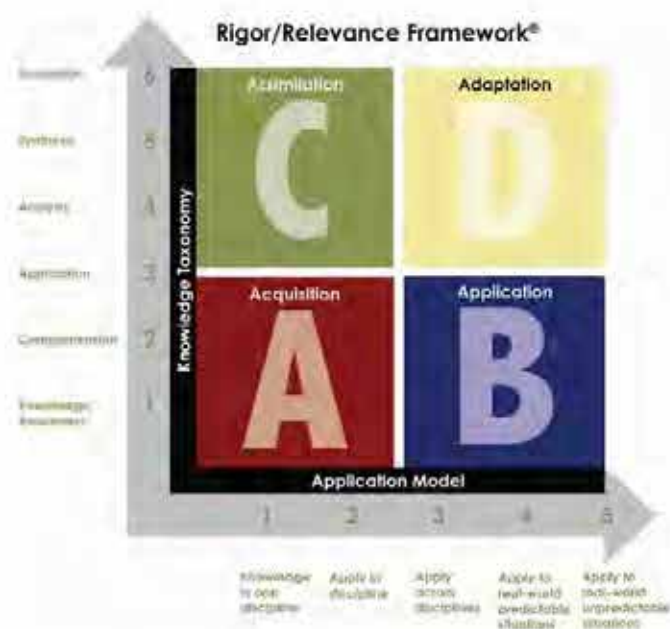
Webb, Norrin J., and "Web Approval? Yes!" 12 July 2006. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.cfm>>

### Daggett's Three R's (Rigor, Relevance, and Relationships)



## APPENDIX M – PBL-RELATED RESEARCH

The Rigor/Relevance Framework® is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement. First, a continuum of knowledge describes the increasingly complex ways in which we think. This Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy: 6. Evaluation 5. Synthesis 4. Analysis 3. Application 2. Comprehension 1. Knowledge/Awareness. The second continuum, created by Dr. Bill Daggett, is known as the Application Model. The five levels of this action continuum are: 1. Knowledge in one discipline 2. Apply in discipline 3. Apply across disciplines 4. Apply to real-world predictable situations 5. Apply to real-world unpredictable situations. (Daggett Ed.D, Willard R., Rigor/Relevance Framework: A Guide to Focus Resources to Increase Student Performance. (2014). [http://www.leadered.com/pdf/rigor\\_relevance\\_framework\\_2014.pdf](http://www.leadered.com/pdf/rigor_relevance_framework_2014.pdf)).



**Quadrant A — Acquisition** Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

**Quadrant B — Application** Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

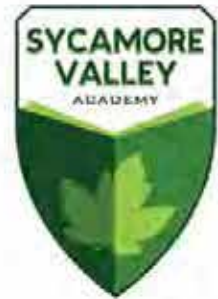
**Quadrant C — Assimilation** Students extend and refine their acquired knowledge to automatically and routinely analyze and solve problems as well as create unique solutions.

**Quadrant D — Adaptation** Students have the competence to think in complex ways and apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.






"I created the term rigor and relevance. Relevance makes rigor possible. The problem is that what is relevant to one child is not relevant to the next child, which is why the third R -- which is relationships -- is so important. Educators need to know why their students are struggling. What conditions are causing that? In order to do that they need to change how they teach. It's important for educators to know their students. Educators need to know what is interesting to them, whether it is football, baseball or the arts. Those are the ways to engage students." (Daggett, 2012).

[http://blogs.edweek.org/edweek/finding\\_common\\_ground/2012/01/rigor\\_relevance\\_relationships\\_an\\_interview\\_with\\_bill\\_daggett.html](http://blogs.edweek.org/edweek/finding_common_ground/2012/01/rigor_relevance_relationships_an_interview_with_bill_daggett.html)

# EVERYDAY EXPLORER LESSONS



- #1- Class Logs for restroom use
- #2- Hallway Lines and Bag Carts
- #3- SVA Song
- #4- Cafeteria expectations
- #5- Lining up
- #6- Growth Mindset
- #7- Kohlberg's Stages, CORE4, and Honor Code
- #8- 4 Options and Flow Chart for Conflict Resolution
- #9- STEP (problem-solving) & I-Messages (productive communication)
- #10- 3 Statements of Scholar Etiquette
- #11- Bullying, Harassment, Intimidation, Retaliation
- #12- Mission, Vision, and Learning Outcomes of our school

Everyday Explorer Lessons/Growth Mindset	
	
<p><b>Objective 6</b></p>  <p>big ideas</p>	<p><b>To develop a growth mindset/ view of intelligence among students and staff at SVA.</b></p>
<p><b>Step by Step</b></p>  <p>process</p>	<ol style="list-style-type: none"> <li>1. Have students take this quiz to identify whether they have a preset "growth" or "fixed" mindset of intelligence Quiz available here: <a href="http://mindsetonline.com/testyourmindset/step1.php">http://mindsetonline.com/testyourmindset/step1.php</a></li> <li>2. Use the "You Can Grow Your Intelligence Article" and "The Power of Belief - Mindset and Success: Eduardo Briceno" Ted Talk as resources to discuss how to affect your intelligence through choice and practice. Ted Talk available here: <a href="https://www.youtube.com/watch?v=pN34FNbOKXc">https://www.youtube.com/watch?v=pN34FNbOKXc</a></li> <li>3. In the SVA library, there is a picture book, <i>Your Fantastic Elastic Brain</i>, that is a great resource and a book for middle school level, <i>Your Amazing Adolescent Brain</i> as well. Use these to talk about brain parts and functions if you'd like.</li> <li>4. Sal Khan (of Khan Academy) made a short (1:30) video about how we aren't born smart, but we are born to learn. That's available here and suitable for all ages: <a href="https://www.youtube.com/watch?v=JC82ll2cigA">https://www.youtube.com/watch?v=JC82ll2cigA</a></li> <li>5. This website is full of great videos and resources related to growth mindset: <a href="https://www.mindsetkil.org/">https://www.mindsetkil.org/</a></li> </ol> <p><i>Adjust materials for your age of student.</i></p>
<p><b>Key Ideas</b></p>  <p>details</p>	<ul style="list-style-type: none"> <li>• Nature versus Nurture</li> <li>• Motivation</li> <li>• How praise affects effort</li> <li>• "growth mindset"</li> <li>• "academic risk-taking"</li> </ul>
<p><b>Why</b></p>  <p>motive</p>	<p><b>Students will take more academic risks, and be more successful, if they understand that they can impact their brain development through conscious choice. We can be the <u>cause</u> of our intelligence, not just the <u>effect</u>.</b></p>



# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE		
TEACHER:	GRADE LEVEL(S):	DATE (OR DATE RANGE):
<b>What do they need to know?</b> Why is that concept or big idea important for students to acquire?		
Common Core Standard	→	Differentiated Learning Objective (Thinking Skill + D/C + Content (incl. CCSS & topic)+ Resources+ Product)
<b>How will I know they know it? What evidence will demonstrate understanding, that students "get it," or have acquired the skills I'm trying to develop?</b>		
Pre (prior knowledge/skill)	Assessment practices, activities, or measurement tools I'll use	
During (CEUs, formative)		
Post (product, quiz/test)		
<b>Knowing my students, what prior knowledge or understanding can I build from, to help them acquire the new concept/big idea or the discreet objectives (CCSS targets) within that concept?</b>		
Existing knowledge or understanding to build from	Ideas for how to bridge from this to the new concept/big idea, or the discreet CCSS objectives within the concept/big idea	

# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

Is there a way to connect this learning to...?	How?
<input type="checkbox"/> Recent or current learning in another content area	
<input type="checkbox"/> The current theme ( <i>universal concept</i> ) _____	Big idea: _____ Big idea: _____
<input type="checkbox"/> Another theme ( <i>universal concept</i> ) _____	Big idea: _____ Big idea: _____
<input type="checkbox"/> the current month's Habit of a Scholar _____ <i>or any of the Habits of a Scholar</i>	
<input type="checkbox"/> the "real world" /current events	
<input type="checkbox"/> the "classics" What was classic (enduring, still relevant, indicative of human nature) about ____? What has since been derived from this? Home in on a part, magnify, then ask why. What were the origins of the notion of ____?	Literature: _____ Philosophy/ Psychology: _____ Inventors/ Inventions/ Technology: _____ Art/ Music/ Drama: _____
<input type="checkbox"/> Social-emotional learning (Statements of Scholar Etiquette, content of Classroom Meetings, Contribution Circle, STEP, I-statements, CORE4, Honor Code, Moral Dilemma, 4 Options for mediating conflict, Kohlberg's Stages of Moral Development)	
<input type="checkbox"/> Growth mindset	
<input type="checkbox"/> The Mission, Vision, Motto, or Learning Outcomes of our school	



# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

<p><b>Knowing my students, what potential conflicting prior knowledge might exist for them, and need to be addressed/resolved? Where are the toughest-to-understand aspects of this concept/big idea, the places my students might get confused or I might "lose some"?</b></p> <p>Potential conflicting prior knowledge or potential point of confusion</p>		<p>Ideas for how to resolve/correct/clear confusion or scaffold so the learning can be stored within the schema</p>	
<p><b>Which elements of "gifted education for all" differentiation am I using?</b></p>		<p><b>In which part of the lesson(s)?</b></p>	
<input type="checkbox"/> Acceleration	<input type="checkbox"/> Think Like a Disciplinarian <input type="checkbox"/> Making connections	<input type="checkbox"/> Levels of Questioning <input type="checkbox"/> Supported student academic discourse/ discussion	<input type="checkbox"/> Intro <input type="checkbox"/> During <input type="checkbox"/> End
<input type="checkbox"/> Depth	<p>Which icon(s)?</p> <input type="checkbox"/> as singleton(s) (grades K-8) <input type="checkbox"/> as sets (grades 1-8) <input type="checkbox"/> as intersections (grades 3-8) <input type="checkbox"/> student-selection for independent problem-solving or meaning-making (grades 7-8)		<input type="checkbox"/> Intro <input type="checkbox"/> During <input type="checkbox"/> End
<input type="checkbox"/> Complexity	<p>Which icon(s) or content imperative(s)?</p> <input type="checkbox"/> as singleton(s) (grades K-8) <input type="checkbox"/> as sets (grades 1-8) <input type="checkbox"/> as intersections (grades 3-8) <input type="checkbox"/> student-selection for independent problem-solving or meaning-making (grades 7-8)		<input type="checkbox"/> Intro <input type="checkbox"/> During <input type="checkbox"/> End
<input type="checkbox"/> Novelty	<input type="checkbox"/> Individualization <input type="checkbox"/> Explicit teaching of thinking skills <input type="checkbox"/> Talent teams	<input type="checkbox"/> Finding personal connection/ relevance <input type="checkbox"/> Student "voice and choice"	<input type="checkbox"/> Intro <input type="checkbox"/> During <input type="checkbox"/> End

# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

How will I develop their understanding/skill of my learning objective(s)? What activities, and in what order, will I guide students through to facilitate their construction of the concepts or skills within my learning objectives?		
Skill/Concept/Activity (in sequential order)	Lesson structure/type to attain it	
1.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
2.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
3.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
4.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
5.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
6.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
7.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
8.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
9.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____
10.	<input type="checkbox"/> Curriculum-provided <input type="checkbox"/> Concept Attainment Inquiry <input type="checkbox"/> Group Investigation Inquiry <input type="checkbox"/> Independent Projects	<input type="checkbox"/> Direct instruction (the right way) <input type="checkbox"/> Advanced Organizer Inquiry <input type="checkbox"/> Learning Center (2 <sup>nd</sup> teacher) <input type="checkbox"/> Other: _____

## APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

<p><b>What habits of mind am I developing? What intellectual or social-emotional advantages am I giving my students by the way I've constructed their learning experiences in this lesson or unit?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> curiosity/ motivation to learn</li> <li><input type="checkbox"/> ability to support with evidence</li> <li><input type="checkbox"/> ability to ask factual, analytic, evaluative questions</li> <li><input type="checkbox"/> ability to apply or transfer a concept/skill</li> <li><input type="checkbox"/> ability to hold multiple candidate ideas in mind at the same time</li> <li><input type="checkbox"/> ability to behave strategically/intelligently when confronted with problems</li> <li><input type="checkbox"/> ability to empathize, or openly imagine another perspective</li> <li><input type="checkbox"/> creative thinking skills (i.e. SCAMPER)</li> <li><input type="checkbox"/> ability to communicate reasoning through supported academic discourse</li> <li><input type="checkbox"/> ability to organize or determine the best process (most elegant, efficient)</li> <li><input type="checkbox"/> ability to solve the same problem in multiple ways, or to employ different strategies toward the same goal or outcome</li> <li><input type="checkbox"/> understanding of what it means to be a contributor to one's community</li> <li><input type="checkbox"/> opportunity to practice perseverance through supported struggle</li> <li><input type="checkbox"/> Other: _____</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> inference/inductive reasoning</li> <li><input type="checkbox"/> ability to draw conclusions</li> <li><input type="checkbox"/> ability to ask questions</li> <li><input type="checkbox"/> ability to hold multiple candidate ideas in mind at the same time</li> <li><input type="checkbox"/> ability to behave strategically/intelligently when confronted with problems</li> <li><input type="checkbox"/> ability to empathize, or openly imagine another perspective</li> <li><input type="checkbox"/> creative thinking skills (i.e. SCAMPER)</li> <li><input type="checkbox"/> ability to communicate reasoning through supported academic discourse</li> <li><input type="checkbox"/> ability to organize or determine the best process (most elegant, efficient)</li> <li><input type="checkbox"/> ability to solve the same problem in multiple ways, or to employ different strategies toward the same goal or outcome</li> <li><input type="checkbox"/> understanding of what it means to be a contributor to one's community</li> <li><input type="checkbox"/> opportunity to practice perseverance through supported struggle</li> <li><input type="checkbox"/> Other: _____</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> deductive reasoning</li> <li><input type="checkbox"/> ability to analyze</li> <li><input type="checkbox"/> ability to think or work independently, development tools for life-long learning</li> <li><input type="checkbox"/> learning how to learn/ becoming aware of learning preferences or talent areas</li> <li><input type="checkbox"/> ability to advocate for oneself/others</li> <li><input type="checkbox"/> ability to do not have immediate/simple answers</li> <li><input type="checkbox"/> ability to think critically or examine</li> <li><input type="checkbox"/> collaboration skills, including project-management</li> <li><input type="checkbox"/> development of character/ virtues, or moral reasoning skill</li> <li><input type="checkbox"/> empowerment/ development of courage</li> <li><input type="checkbox"/> global awareness, horizon-expanding</li> <li><input type="checkbox"/> development of organizational skills, tidiness, or ability to plan ahead</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> evaluation/ judge w/criteria</li> <li><input type="checkbox"/> ability to determine relevance</li> <li><input type="checkbox"/> sensitivity to detail or nuance</li> <li><input type="checkbox"/> ability to reflect</li> <li><input type="checkbox"/> appreciation of diversity</li> </ul>
<p><b>How will I help students to consolidate/compress the new information (package it for retrievable, long-term storage and re-use)?</b></p>
<p><b>Where do these ideas go next?</b></p>
<p><b>What materials/ resources do I need to gather or prepare to successfully implement this plan? / Other notes to self</b></p>

Resources



# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

Examples of how to take a CCSS and write a differentiated objective from it		
Common Core Standard	→	Differentiated Standard (Thinking Skill – D/C+ Content (incl. CCSS & topic)+ Resource+ Product)
<u>Writing Anchor Standard #2:</u> Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.		Students will be able to examine discipline-specific informative/explanatory text in order to determine the patterns and rules of organizing information unique to that discipline. Write an original informative/explanatory piece that examines and conveys complex concepts clearly and accurately from the disciplinarian's perspective.
<u>Listening and Speaking Anchor Standard #3:</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		Students will be able to select a prominent historical figure who is a noted orator and determine how the language of the discipline, motive, and ethics reflect the context and impact the rules and outcome(s) of that person's speech. Convene a group of peers to discuss what you have learned during your research.
<u>CCSS.ELA-Literacy.RL.4.9:</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Students will be able to compare and contrast Fairy Tales from around the world in order to analyze their relationship to one another through character motives and rules of story structure unique to this genre. They will read multiple texts and create a collage to illustrate the comparisons/ contrasts they find across these.
<u>Writing Anchor Standard #1:</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. & CA State Standard- History- Grade 5-- 2.2: Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.		Students will be able to construct arguments to support claims made in a text and provide alternative perspectives on the motives and ethics of European explorers. They will use primary and secondary sources and choose from the following products to share their arguments: participate in a formal debate, or write a persuasive essay.
<u>Next Generation Science Standard- Grade 5 --2-1:</u> Develop a model using an example to describe ways the hydrosphere and atmosphere interact.		Students will be able to recognize the underlying laws and principles of the water cycle and discern the patterns and structures of this system. Through experiments, video, and exploration of select websites, students will develop an understanding of the process of the water cycle and through discussion, they will draw conclusions about the underlying laws and principles causing this cycle. Students will explain and share their findings in the form of a song.
<u>Writing Anchor Standard #3:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		Students will be able to use the writing process to produce a first person narrative including traditional narrative elements (patterns) that demonstrates the theme (big idea) that "relationships can be helpful or harmful" through plot, figurative language, and character development.
<u>CCSS.Math.K.MD.A.1:</u> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Students will be able to measure the length and base of geometric solids, and weigh the same solids using a gram scale. Students will record results on a pictorial diagram of the same solids. The whole class will then compare these geometric solids and together order the objects according to longest, deepest, and heaviest. Following this exploration through the materials, student will then find evidence to prove or disprove the big idea that when items are larger in size, they are also heavier in weight and "take a stand" to present their argument.
<u>CCSS. Math.5.NBT.A.3b:</u> Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.		Students will be able to evaluate unequal decimals to the thousandths place in terms of their relative value using the $>$ , $=$ , and $<$ symbols to record the results of comparisons. Students will then order the values from greatest to least on a number line and justify their results by stating the rule for determining greater or lesser values of decimals to the thousandths.



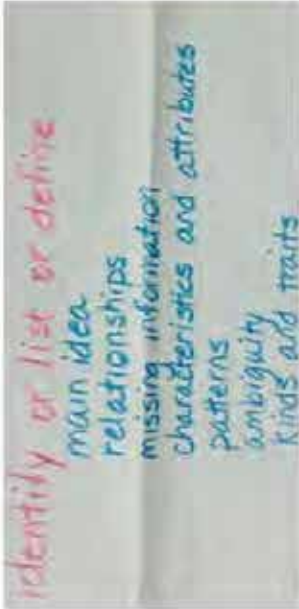

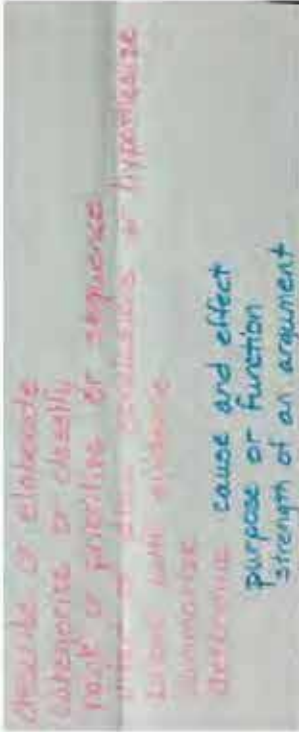
# APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

Some Assessment Options			
Write to learn (quickwrite) Represent to learn (tableau, sort/categorize, draw diagram...) Open-ended frame response Self-assessment Rubric Call upon nonvolunteer (via randomizer) Call upon volunteers	Reflective writing Class discussion Socratic seminar Gallery walk Jig saw White boards Thumbs up/ thumbs down Exit ticket	Quiz or test from curriculum Pre- and Post-test Interview/ oral exam Presentation KWL chart (or the like) Multiple choice test True/False test Peer evaluation	School benchmark exam (MAP, E&P GRU, etc.) Student performance Portfolio Formal writing assignment Notes- open-ended Notes- structured on graphic organizer Timed Test (for fluency or fact-mastery)
Lesson Structure Reminders			
Direct Instruction (the right way, a la CAG)	<p><i>demagogic ambiguous</i></p> <p>Practices go from simple to complex.</p> <p>concrete to abstract</p> <p>Observe</p> <p>Practice Once manipulative TS</p> <p>Practice Twice operation SSS T</p> <p>Practice Again Symbolic Word problem context S</p>	<p><i>Handwritten notes:</i></p> <ul style="list-style-type: none"> <li>Great for teaching <u>how</u> to perform a skill</li> <li>Basic idea: moves from teacher-directed to student-practices by end of lesson</li> </ul>	<p><b>Tips for this particular lesson type</b></p> <ul style="list-style-type: none"> <li>Great for interdisciplinary learning</li> <li>Basic idea: most like real life, authentic learning, provides rigor &amp; relevance</li> <li>Requires a great amount of prep beforehand and at the start; then momentum builds and students take on responsibility mid-way through the end</li> </ul>
Project Based Learning (PBL)	<p>10 Essential Elements (can't leave any out!)</p> <ol style="list-style-type: none"> <li>1. Real-World Connection: consideration is given for projects to inform/connect to students' lives</li> <li>2. Critical Knowledge: common core standards-based objectives are made meaningful to the students</li> <li>3. 21<sup>st</sup> Century Skills: critical thinking, creativity, collaboration, communication, (the 4 C's) as well as real world problem-solving</li> <li>4. Purposeful Assessment: formative assessment is built into the process; can include self- and/or peer- assessment, goal setting and progress-tracking</li> <li>5. Project Deliverables: learning products have applicability and the student's learning and thinking is embedded in the process of their creation</li> <li>6. Authentic Audience: significantly improves student motivation to perform to the best of their ability, makes work authentic, helps our school engage the larger community</li> <li>7. Essential Question: an open-ended and motivating question prompts students to begin with the big idea or complex/situated concepts. The acquisition of the details of the learning or the discreet skills needed to meet learning objectives becomes purposeful as a means to resolve the Essential Question</li> <li>8. Need to Know: students see the need to gain knowledge in order to answer the driving question, and identify their own questions/gaps in knowledge</li> <li>9. Inquiry Process: includes a guided research process with multiple and varied resources, requires higher level thinking</li> <li>10. Personalized Learning: student decision-making or "voice and choice" is provided for within process or product</li> </ol>		<ul style="list-style-type: none"> <li>Great for introducing a new concept or idea, developing inferential skills</li> <li>Basic idea: students compare items that you present that all share the same concept until they begin to infer what the concept is, identify the concept, then move to apply the concept elsewhere</li> <li>This was demonstrated at the CAG teacher institute as the lesson type used to introduce the icons of D/C.</li> </ul>
Concept Attainment Inquiry	<p>Compare</p> <p>Think About What It Means</p> <p>Name the Idea</p> <p>Use Examples to Prove the Idea</p>		

## APPENDIX O – DIFFERENTIATED LEARNING EXPERIENCES PLANNING TEMPLATE

<p><b>Advanced Organizer Inquiry</b></p>	<p><b>Meet an Unclear Idea or Quote</b></p> <p><b>Think What I Already Know</b> What connections you're making/ thinking of</p> <p><b>Research New Information</b> Study &amp; Summarize</p> <p><b>Think How to Apply It</b></p>	<ul style="list-style-type: none"> <li>Great for creating intrigue, front-loading meaning</li> <li>Basic idea: tap into emotions and basic understanding of a large concept, then connect that to current learning and self, embark on a study with this concept as your anchor, return to the meaning at the end by determining how this applies to life/ content.</li> </ul>
<p><b>Group Investigation Inquiry</b></p>	<p><b>Observe</b></p> <p><b>Question</b> What specific factual information can I find? What questions are left?</p> <p><b>Research</b> Groups use different tools (internet, info texts, photos with text)</p> <p><b>Discuss</b> What problem did you find? What rules did you see? What ethical issues?</p> <p><b>Question</b> What problem did you find? What rules did you see? What ethical issues?</p> <p><b>Apply</b> What problem did you find? What rules did you see? What ethical issues?</p>	<ul style="list-style-type: none"> <li>Great for developing research skills, developing shared pool of knowledge, teaching students to develop their own questions</li> <li>Basic idea: present a piece of puzzle (compelling photo, quote, video, experience...), generate questions (guided by what teacher knows they should get out of this), research, share answers to questions, generate new questions</li> <li>Example of puzzles: photo of maniacs, chart with statistics, reach into a bag and feel (fake) gun, 3<sup>rd</sup> / 4<sup>th</sup> privileges for MLK day...</li> </ul>
<p><b>Independent Projects</b></p>	<p><b>Assess</b></p> <p><b>Plan</b></p> <p><b>Monitor Progress</b></p> <p><b>Assess</b></p>	<ul style="list-style-type: none"> <li>Great for accelerating or remediating, developing research skills, teaching students to develop their own questions, teaching students to manage their own time/ meet deadlines</li> <li>Basic idea: based on student skill as determined via assessments, provide students with individualized projects to accomplish learning goals</li> </ul>
<p><b>Learning Center</b></p>	<p>an area designated as a teacher without a body</p> <p>Content, Skill, Product (how to)</p> <p>Tell, What to do (how to)</p> <p>Record, what to do (how to)</p> <p>Supply - we come here you don't leave</p>	<ul style="list-style-type: none"> <li>Provides a 2<sup>nd</sup> teacher in the room</li> <li>Can assign, rotate, or students can self-select who goes to the LC</li> <li>Students are there for a time defined by teacher (rec. 20-25 minutes daily) &amp; use prepared materials that are there</li> <li>Task cards have Thinking Skill + Content+ Resources + Product</li> </ul>



A List of Academic Disciplines for TLAD (aka "what to type into Wikipedia to get a further, more detailed list")					
Humanities	Social Sciences	Natural Sciences	Formal Sciences	Professions & Applied Sciences	Professions & Applied Sciences
<ul style="list-style-type: none"> <li>History</li> <li>Literature</li> <li>Performing Arts</li> <li>Religion</li> <li>Philosophy</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Anthropology</li> <li>Archaeology</li> <li>Area Studies</li> <li>Cultural &amp; Ethnic Studies</li> <li>Economics</li> <li>Gender studies</li> <li>Geography</li> <li>Political Science</li> <li>Psychology</li> <li>Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Sciences</li> <li>Earth sciences</li> <li>Life sciences</li> <li>Chemistry</li> <li>Physics</li> </ul>	<ul style="list-style-type: none"> <li>Computer sciences</li> <li>Logic</li> <li>Mathematics</li> <li>Statistics</li> <li>Systems science</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Architecture &amp; Design</li> <li>Business</li> <li>Diversity</li> <li>Education</li> <li>Engineering</li> <li>Environmental Studies</li> <li>Forestry</li> <li>Family &amp; Consumer Science</li> <li>Human Physical Performance &amp; Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Journalism</li> <li>Law</li> <li>Library and museum studies</li> <li>Military sciences</li> <li>Public administration</li> <li>Social work</li> <li>Transportation</li> </ul>
Creative and Critical Thinking Skills					
Creative Thinking Skills	SCAMPER				
	S-Substitute	C-Combine	A-Add to	M-Modify, Minify, Maximize	P-Put to other uses E-Elaborate R-Redesign
Critical Thinking Skills	 				
					
	*Consider using the "Thinking Skills Process Strip" for the Critical Thinking Skill you're working on to make the step-by-step explicit for kids!				



### Service Learning at Sycamore Valley Academy

Each year, all Sycamore Valley Academy students will participate in one service project. Kindergarten students will participate in teacher-led community service. Grades 1-2 will participate in a community service project which is driven by student interest and explores an issue more deeply. Students in grades 3-8 will complete one in-depth service learning project each academic year.

The key difference between service learning (SL) and community service is service *plus* learning. The learning is intentional and achieved through student ownership of the project.

**Community service** - providing time and/or services to existing organizations or groups. Learning may occur, but is not the focus. Some examples of community service are: volunteering time at the local senior center, picking up trash at a community workday event, running a canned food drive, or making gifts for patients at a children's hospital.

**Service learning** - primary focus is on learning. Students develop a project based on their own interest in a topic that to which they relate.

### Service Learning uses the same design principles as Project Based Learning.

Think of service learning as a subset of PBL and **apply the best practices of PBL** to SL projects.

Quality SL Projects emphasize:

- Youth voice and choice (must take ownership of the project)
- Significant content (aligned with curriculum, relevant topic)
- In-depth inquiry (duration and intensity)
- Revision and reflection (throughout project)

Additionally, good quality SL projects are age appropriate in subject and scope.

### Project Outcomes

Possible outcomes of service learning:

- Awareness -Students learn about something significant and share the knowledge to raise awareness of the topic.
- Advocacy -Students speak up for those who cannot speak for themselves (can include people, environment and animals).
- Action -Students are so motivated by what they have learned that they want to take action.

When asked what they want to do/get out of service learning, students say they want to "make a difference." Ask them if they want to raise **awareness**, speak up for someone/thing as an **advocate**, or take **action**.

Some projects may hit more than one outcome, some projects may begin with raising awareness or advocating and then turn into action once an opportunity is identified by students. Some student interests may not be actionable, but raising awareness is a worthy goal.



## Service Learning at Sycamore Valley Academy

### Student Outcomes

What do you want your students to take away from their SL experience?

Grade Level	SEL Outcome
K	Kindergarteners will begin by focusing attention and persevering through challenges as they work on their projects. They will demonstrate patience in waiting for feedback and will begin to understand that the reward for a good deed is the good feeling that follows.
1 & 2	First and second grade students will recognize that they are part of a community and share responsibility as part of the whole. Through the lens of relationship, students will begin to discover how they relate to others and the world around them. Exploring the theme of power, students will begin to see that they can make a difference in their world. Students will begin to develop compassion for others.
3 & 4	Third and fourth grade students will use multiple perspectives to identify the feelings of others. They will learn to recognize and embrace similarities and differences in others. Students will learn to show respect to others as they deepen their understanding of the feelings others experience. They will begin to become empathetic and respectful citizens.
5 & 6	Fifth and Sixth grade students will focus on growing an appreciation for diversity. Through this appreciation, they will deepen their empathy for others and begin to develop a sense of social responsibility. In recognizing their responsibility to others and the community, students will develop their communication and problem-solving skills as well as emotional management.
7 & 8	Seventh and eighth grade students will develop awareness of past and present global concerns. With a growing awareness of their connectedness to all of humanity and a developing sense of justice, they will become advocates for change.

Updated January 2016





## Service Learning at Sycamore Valley Academy

### Project design

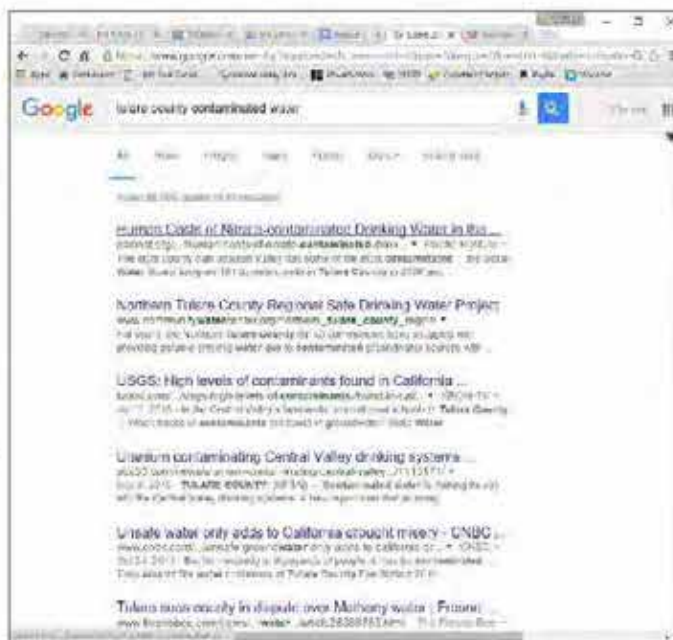
Three entry points to spark interest for project design:

1. Curriculum. SL projects often begin with academic content. An important, meaningful connection is made between a piece of literature, for example, and an issue in the local community. An organic connection between the curriculum and the student's lives helps pique their interest in the content. Look for the classics, timeless issues of the human condition.

Example: A class read Joan Lowery Nixon's *A Family Apart*, a work of historical fiction about a family separated and children sent away from New York on the Orphan Train. When prompted to find a connection to current, local issues the class identified homeless children in their community, then recognized this as an area where they could make a contribution and created an SL project to help a local homeless shelter for families with children.

2. Current events. SL projects can begin with a current event "ripped from the headlines" that moves the students to get involved. Looking at world or national headlines for ways in which local needs and issues are related provides students opportunities to learn the connection between themselves and others, their local community and the greater global community. Gaining awareness of global challenges fosters in the students a sense of responsibility to take action.

Example: An AP article ran in today's SF Chronicle about a lawsuit demanding lead pipe replacement in Flint, Michigan (<http://tinyurl.com/zmpofqj>). Discussion of this article could open the door for conversations about a number of topics which could lead to SL projects. One possible topic of discussion is local water supply safety. A quick Google search finds two organizations working on this issue, one is based in Visalia. Easily could be an awareness or advocacy project. Perhaps partnering with Community Water Center to get involved in action. It's an environmental issue, it's a social justice issue, it's a personal issue (what about SVA's well water?) Many options right in front of you if you and your students are just reading the news.



3. Connections/friends in the community. Student philanthropy *can* be a meaningful SL project. When the PBL best practices are used, the outcomes can be just as meaningful and provide just as much learning as other

Updated January 2016



### Service Learning at Sycamore Valley Academy

types of SL projects. Engagement with a local organization to help fill a need can yield rich SL experiences, but care must be taken to ensure the organization understands SL and that the focus remains on learning. Students can perform a service (such as data collection and analysis) for an organization and may even cover some academic standards in the process.

Example: Students wanting to be involved with a Habitat for Humanity build in their neighborhood offered to calculate materials necessary for the project. They looked at plans for the house, calculated surface area of walls and figured out how much paint was needed for the project. They then discovered that much more paint is typically purchased for similar projects. They learned that volunteer painters waste a lot of paint, and cost a lot of money. So the students identified the need for a training program for volunteer painters, researched and developed the training, and then trained volunteers.

#### Project Management

Communication is key - Be deliberate about tracking progress and reflection. Use regular project logs to track progress. Reflection journals, blogs, and informal check-ins should occur *throughout* project. Ongoing reflection helps to raise questions not being addressed, identify problems as they arise and encourages deeper exploration.

Prepare for challenges - Begin with manageable goals, appropriately sized project with appropriate scope for the age group.

Partner Organizations- When working with outside organizations it is important to educate the partner about SL when they are familiar with traditional community service. Discuss up front the expectations of student leadership in the project.

Assess for quality, not quantity - Use PBL best practices and rubrics for assessing SL projects. Use resources for projects found on [www.ble.org](http://www.ble.org).

Be public about projects! Show off what your class is doing to inspire other classrooms and communicate that SL is a priority for the school.

#### Resources\*

<http://www.whatkidscando.org/> -What Kids Can Do is a national nonprofit spreading their message about the power of what young people can accomplish when given the opportunities and supports they need and what they can contribute when we take their voices and ideas seriously. The website is full of inspiration and examples of what kids can do when given the opportunity.

<http://lift.nylc.org/> The National Youth Leadership Lift project website has numerous articles, interviews with teachers and students, "think about it, talk about it" videos with associated questions, and reproducible resources for use in the classroom.

<http://www.greatbooks.org/> For thought provoking literature to use in the classroom, look to Great Books.

<http://ble.org/resources> -Project rubrics, logs, and more.

Updated January 2016





## Service Learning at Sycamore Valley Academy

Excellent article "Teaching Skills through Service Learning" focuses on SL in gifted education and includes the table below plus alignment to CCSS. <http://giftededucationcommunicator.com/gec-summer-2015/teaching-skills-through-service-learning/>

Steps of Service Learning	Alignment to GATE	Guiding Questions
Students Gain Awareness of societal challenges.	Connection to Universal Concepts such as Power, Conflict, Change, etc.	What larger ideas or themes reflect the community that you are a part of?
Students link global and local challenges.	Connection to the prompts of Depth and Complexity.	What patterns exist locally, nationally and globally?
Students focus on a local challenge and develop process for service project	Connection to the skills of critical thinking and problem solving.	How can we prove with evidence that the problem is relevant?
Students, teachers, and experts partner to support and execute service project.	Connection to thinking like a disciplinarian.	From what perspectives can you approach the problem?
Students reflect and educate future service leaders.	Connection to Big Ideas.	What are the key ideas that I have learned from my project?

### Broaden Your View of Service Learning

Think creatively about areas of interest. A vast array of noble causes exist beyond planting trees and feeding the homeless.

Some general areas of need with some broad topics of interest and examples

Equity and Justice	Health and Wellness	Sustainability	Arts and Culture
<ul style="list-style-type: none"> <li>• Social equity (age, gender, race, sexuality, etc)</li> <li>• Animal welfare (pets and unwanted pets, livestock)</li> <li>• Environmental justice (access to clean water and air for all, relationship of poverty and environmental health)</li> <li>• Education</li> <li>• Poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition (access and education, school lunch reform)</li> <li>• Health Care</li> <li>• Public health</li> <li>• Immunization</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Environment (wildlife, habitat, contamination)</li> <li>• Development (infill vs. growth, 'green' development)</li> <li>• Resource conservation (energy, water, soil, recycling, etc)</li> <li>• Food and farming (environmental impacts of different foods)</li> </ul>	<ul style="list-style-type: none"> <li>• Neighborhood or community revitalization through 'creative placemaking' and beautification</li> <li>• Access to the arts for underserved populations</li> <li>• Preservation or restoration of historic places</li> <li>• Cultural competence and global awareness</li> </ul>

Updated January 2016



## Service Learning at Sycamore Valley Academy

### Quick Guide

1. Introduce entry points- Steer your students toward topics to spark interest in pursuing a project
  - a. Curriculum\*-Relate to themes, timeless issues of the human condition, and/or specific events in literature.
  - b. Current Events –What’s going on in the world? How does that relate to us? Direct? Indirect? Similar?
  - c. Community Orgs –How can we apply the skills/standards we are learning to help an organization who is already working in the field of interest?
2. Determine type of project outcome- Awareness, advocacy, and/or action. What is appropriate for the topic and grade level? Set attainable goals.
3. Look at desired student outcomes –Direct the project to move intentionally toward the student outcomes desired for your grade level. Quality reflection throughout the project is key.
4. Manage project and time well- Use available tools to keep projects on track and on time. Be deliberate in communications. Keep students moving forward with frequent check-ins.
5. Assess effectiveness – Evaluate the project and evaluate student learning. Were project and student outcomes attained? Were project goals met in a timely manner? Were any academic standards covered? How can we improve our next effort?
6. Tell the story- Present to a public audience. Did the project inspire the students or others?

\* Service Learning resources will be included in the Curricular Resource Guide developed over the next 3-5 years as indicated in the draft Strategic Plan.

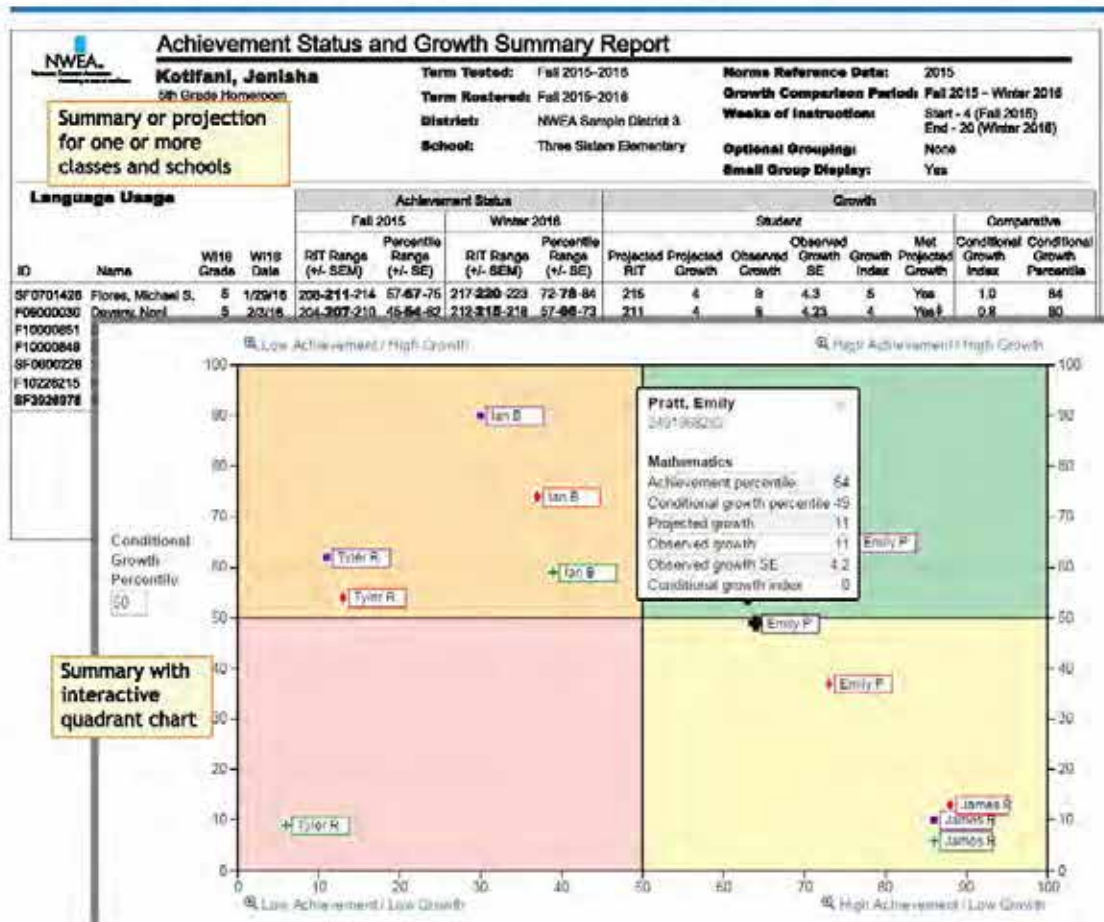
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## APPENDIX Q – CURRICULUM MATRIX

Core Academic Subject	Textbooks / Instructional Materials
Reading/ELA	<ul style="list-style-type: none"> <li>• Superkids Reading Program Tradebooks (K-2)</li> <li>• Rigby PM Readers (K-2)</li> <li>• Lucy Calkins Units of Study in Reading (K-5)</li> <li>• Lucy Calkins Units of Study in Writing (K-8)</li> <li>• Fountas and Pinnell Guided Reading Leveled Library (used for guided reading and literature circles/book clubs)</li> <li>• Various novels and informational text (K-8)</li> <li>• Our staff uses CCSS-aligned materials and designs lessons directly from the standards to model and teach literacy to students.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Eureka Math/Engage NY (K-6)</li> <li>• Georgia State Dept. of Ed. CCSS Units</li> <li>• TERC Investigations in Number, Data, Space (K-5)</li> <li>• Big Ideas Math (7) Accelerated, Houghton Mifflin</li> <li>• Big Ideas Math (8) Algebra 1, Houghton Mifflin</li> <li>• Khan Academy</li> </ul>
Science	<ul style="list-style-type: none"> <li>• AIMS Hands-on Science units and lessons (K-6)</li> <li>• Oakland Unified designed NGSS Secondary Science Program (7-8)</li> <li>• Project-Based Inquiry Science (7-8)</li> <li>• Our staff uses the NGSS and standards-aligned material to model and teach the process of scientific inquiry and discovery to students. We prefer hands-on projects to a textbook-driven science program.</li> </ul>
History- Social Science	<ul style="list-style-type: none"> <li>• Reflections: A Changing State - Harcourt</li> <li>• History Alive (Grades 5-8) Teachers Curriculum Institute</li> <li>• Reading Like a Historian -Stanford History Education Group</li> </ul>
Noncore, noncollege prep Courses	Textbooks/Instructional Materials
Foreign Language	<ul style="list-style-type: none"> <li>• Real Language Right Away (Spanish)</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Planned Parenthood Mar Monte's Puberty Education (5/6)</li> <li>• Planned Parenthood Mar Monte's Comprehensive Development and Sexual Health Program (7/8)</li> </ul>
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Traditions of Excellence (beginning band)</li> <li>• Sound Innovations (advanced band)</li> <li>• Our staff designs lessons directly from the standards to teach students to apply concepts and techniques in art and music.</li> <li>• We have visual art instruction in all art classes and offer instrumental</li> </ul>



## Achievement Status and Growth Report



### Description

Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.

### Applicable Tests

MAP, End of Course, and adaptive MAP for Primary Grades tests.

**Intended Audience**

Instructional coach, teacher, counselor

### Required Roles

Instructor, Administrator, or Assessment Coordinator

### Prior Data

Up to 2 years prior

## APPENDIX R – SAMPLE NWEA MAP REPORTS

- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

### Class Breakdown by RIT, Class Breakdown by Goal

**District:** NWEA Sample District  
**Term Rostered:** Fall 2014-2015  
**Term Tested:** Fall 2013-2014  
**School:** St. Helena Elementary School  
**Instructor:** Saba, Howard D.  
**Class:** Horderoom 1/A1

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.  
 The score in parentheses by the student's name (i.e., Harve (219)) represents their overall RIT score for this subject.

**Breakdown by RIT shows the high level**

Class Breakdown by: RIT

[Create a PDF version of this report. Letter 8 1/2x11](#)
[Create PDF](#)

Subject	Overall Score			
	121-130	131-140	141-150	151-160
Mathematics	J.A. Dahlquist (125) J.E. Siga (128)	F.E. Davidson (134) T.S. Blomman (136) C.L. Berns (138)	J.N. Felipe (142) B.R. Lawrence (142) R.C. Carson (144) L.A. Smith (144) L.S. VanAllen (144) B.N. Linton (146) N.R. Blagg (150) B.D. Glander (150)	H.I. Carlson (152) B.D. Glander (154)
Reading	J.E. Siga (127) J.N. Felipe (130)	T.S. Blomman (136) L.A. Smith (137) B.D. Glander (140) B.D. Glander (140)	H.I. Carlson (141) J.A. Dahlquist (142) B.R. Lawrence (144) C.L. Berns (145) F.E. Davidson (145) L.S. VanAllen (145)	B.N. Linton (151) R.C. Carson (152) N.R. Blagg (155)

**Each subject links to the breakdown by goals**

Class Breakdown by: Math  
 Subject: Reading

[Create a PDF version of this report. Letter 8 1/2x11](#)
[Create PDF](#)

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	Goal Score				
	111-120	121-130	131-140	141-150	151-160
Foundational Skills	J.E. Siga (127)	J.N. Felipe (120) B.R. Lawrence (142) J.A. Dahlquist (142) T.S. Blomman (136)	T.S. Blomman (126) L.A. Smith (137) B.N. Linton (141) C.L. Berns (145) F.E. Davidson (145) B.R. Lawrence (144) R.C. Carson (144) L.S. VanAllen (144) B.N. Linton (146) N.R. Blagg (150) B.D. Glander (150)	B.N. Linton (151)	
Language and Writing	J.E. Siga (127) L.A. Smith (137)	J.N. Felipe (120) T.S. Blomman (126) H.I. Carlson (141) B.R. Lawrence (144) F.E. Davidson (145)	B.D. Glander (140) B.R. Lawrence (142) C.L. Berns (145) R.C. Carson (144)	J.A. Dahlquist (142) L.S. VanAllen (144) B.N. Linton (146) N.R. Blagg (150)	
Literature and Informational	J.E. Siga (127) J.N. Felipe (130)	T.S. Blomman (126) L.A. Smith (137) B.D. Glander (140) H.I. Carlson (141)	B.D. Glander (140) J.A. Dahlquist (142) C.L. Berns (142)	F.E. Davidson (145) L.S. VanAllen (145) B.N. Linton (146)	R.C. Carson (152)

**Links to the Learning Continuum and applicable learning statements**

Class Breakdown by: Math  
 Subject: Reading

[Create a PDF version of this report. Letter 8 1/2x11](#)
[Create PDF](#)

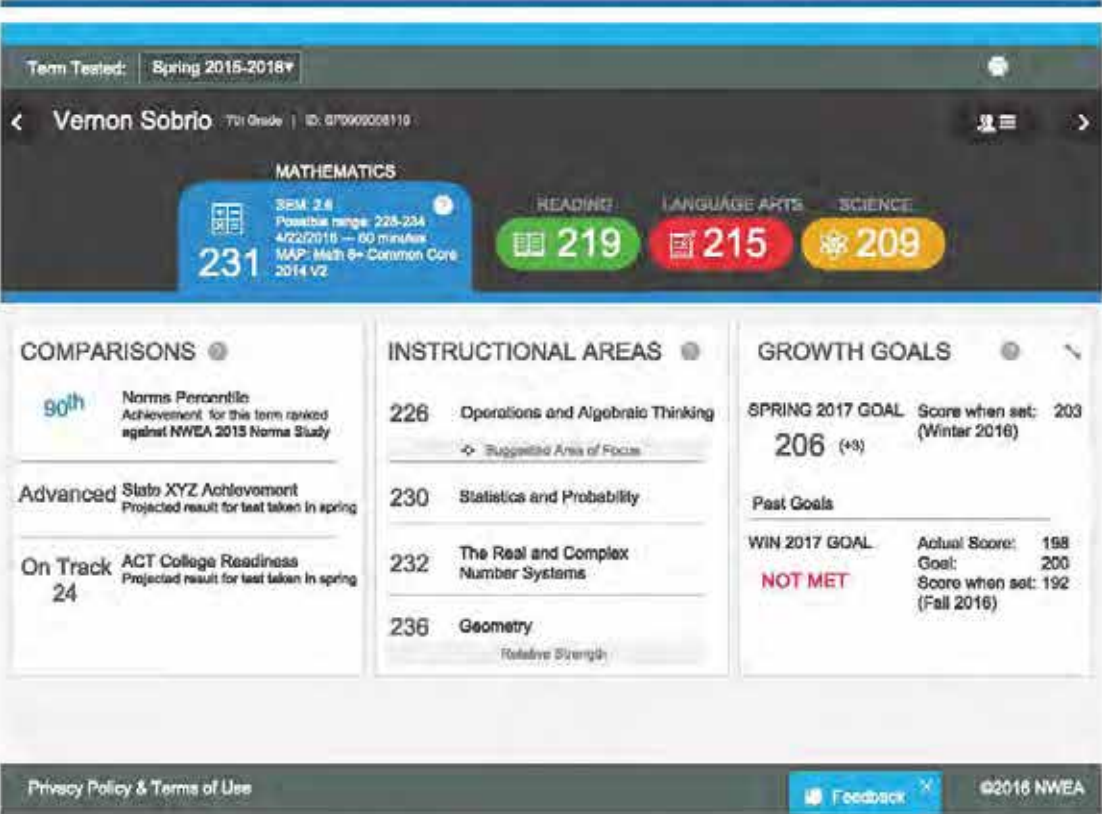
**Description** Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student.

- By RIT—High-level view across basic subjects
- By Goal—Detailed view for specific goals within each subject

Results are limited to 250 students per class. For unlimited students, use [Grade Breakdown on page 27](#).

**Applicable Tests** MAP, End of Course, and adaptive MAP for Primary Grades tests.

# Student Profile: Next-Generation Report

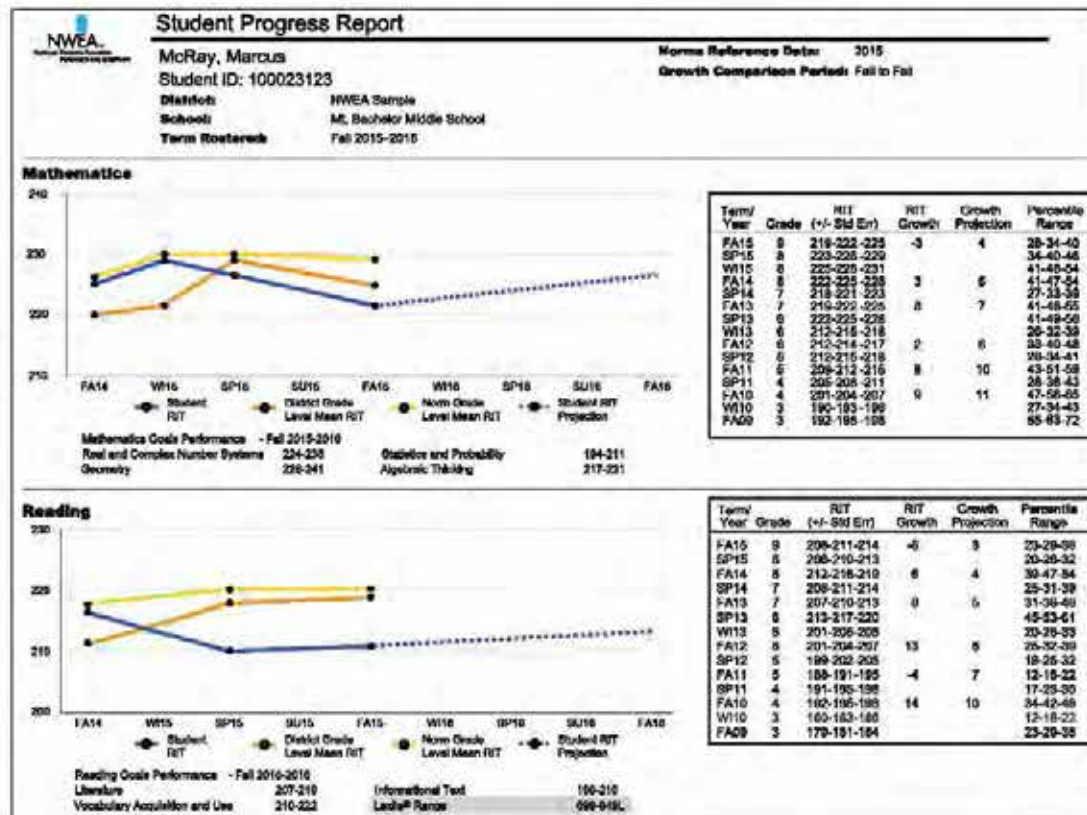


Description	When complete, it will show all the data you need to support each student's growth.
Applicable Tests	MAP and adaptive MAP for Primary Grades tests. (Not Survey tests.)
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	All years prior

## APPENDIX R – SAMPLE NWEA MAP REPORTS

4. Strike a balance:
  - Challenge your student—To advance academically, students should strive to go beyond the typical scores.
  - Be realistic—Consider past performance so the goal fits your student's capabilities.

## Student Progress Report



**Description** Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.

**Applicable Tests** MAP, Survey, End of Course, and adaptive MAP for Primary Grades tests.

**Audience** Teacher, instructional coach, counselor, student, parent

**Required Roles** Instructor, Administrator, or Assessment Coordinator

**Prior Data** All years prior



### Parent Partnering Opportunities



The following list shows the many opportunities for parents/guardians to fulfill the 30 hour volunteer/participation time referenced in the Parent Partnering Agreement. Next to each school event, the hour value is listed.

#### Fall

- Attend Fall New Parent Orientation (2 hours)
- Attend Back to School Night (2 hours)
- Attend Fall Parent Workshop (2 hours)
- Set up and fulfill a recurring, regular classroom volunteer time in your student's class (value varies)
- Join PTO as a new member (1 hour)
- Volunteer to become a PTO Officer and successfully serve in that role for the school year (30 hours)
- Participate in the fall fundraiser (4 hours)
- Complete tasks organized by the PTO (value varies)
- Attend September, October, November, or December PTO Meeting (2 hours each)
- Attend September, October, November, or December Meeting of the SVA Board of Directors (2 hours each)
- Attend Parent-Teacher Conference (1 hour)
- Participate as a Community Member/ Public Audience for Student Projects (value varies)
- Attend December Student Performance (2 hours)
- Other contributions of time for the benefit of the school (value varies)- Talk to staff if you see a need you'd like to fill.

#### Spring

- Attend Open House Event (2 hours)
- Attend Spring Parent Workshop (2 hours)
- Set up and fulfill a recurring, regular classroom volunteer time in your student's class (value varies)
- Participate in the spring fundraiser (4 hours)
- Complete tasks organized by the PTO (value varies)
- Attend January, February, March, April, or May PTO Meeting (2 hours each)
- Attend January, February, March, April, May, or June Meeting of the SVA Board of Directors (2 hours each)
- Attend Parent-Teacher Conference (1 hour)
- Participate as a Community Member/ Public Audience for Student Projects (value varies)
- Attend April Student Performance (2 hours)
- Complete Annual Parent Satisfaction Survey (1 hour)
- Other contributions of time for the benefit of the school (value varies)- Talk to staff if you see a need you'd like to fill.



### Oportunidades de Asociación de Padres



La siguiente lista demuestra la variedad de oportunidades para padres/guardianes de satisfacer las 30 horas de trabajo/participación comunitaria mencionada en el Contrato de Asociación de Padres. Junto a cada evento del colegio, está listado el valor de horas.

#### Otoño

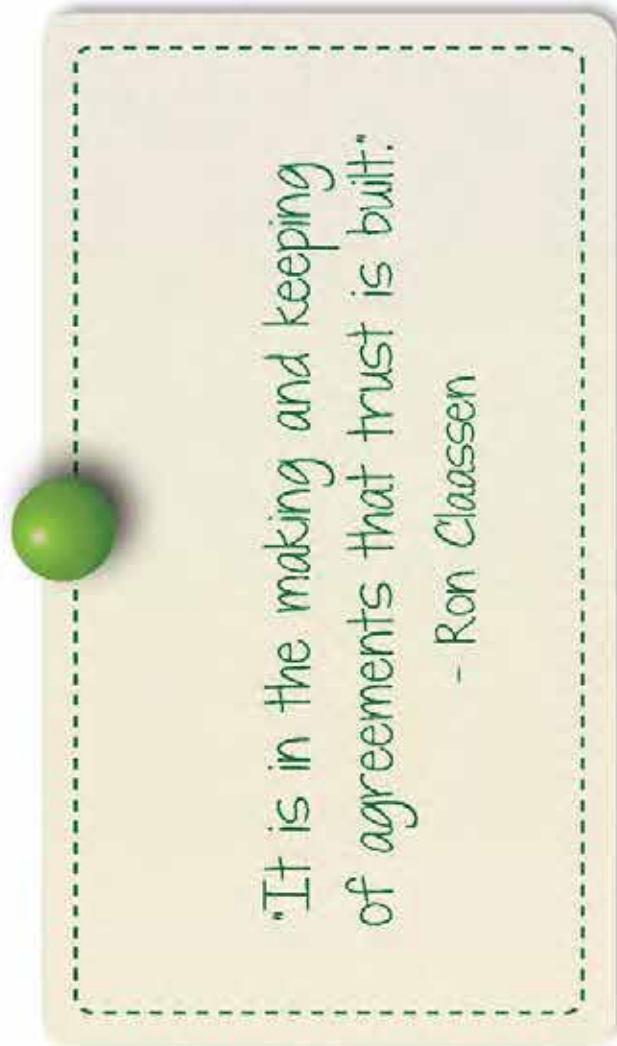
- Asistir a la Orientación en el Otoño (2 horas)
- Asistir a la Noche de Regreso al Colegio (2 horas)
- Asistir al Taller para Padres en el Otoño (2 horas)
- Establecer y cumplir un horario de voluntario regular y recurrente en la clase de su estudiante (valor varía)
- Afiliarse al PTO como miembro nuevo (1 hora)
- Ofrecerse a ser Oficial del PTO y servir efectivamente en esa capacidad por el año escolar (30 horas)
- Participar en el evento para recaudar fondos en el Otoño (4 horas)
- Completar tareas organizadas por el PTO (valor varía)
- Asistir a la reunión del PTO en septiembre, octubre, noviembre, o diciembre (2 horas cada una)
- Asistir a la reunión de la Junta Directiva de SVA en septiembre, octubre, noviembre, o diciembre (2 horas cada una)
- Asistir a la reunión de Padres-Profesores (1 hora)
- Participar como Juez Comunitario para Proyectos Estudiantiles (valor varía)
- Asistir a la Presentación Estudiantil (2 horas)
- Otras contribuciones de tiempo para el beneficio del colegio (valor varía) – Hable con el personal si vé alguna necesidad que quiera cubrir

#### Primavera

- Asistir al Evento de Open House (2 horas)
- Asistir al Taller para Padres (2 horas)
- Establecer y cumplir un horario de voluntario regular y recurrente en la clase de su estudiante (valor varía)
- Participar en evento para recaudar fondos (4 horas)
- Completar tareas organizadas por el PTO (valor varía)
- Asistir a la reunión del PTO en enero, febrero, marzo, abril, o mayo (2 horas cada una)
- Asistir a la reunión de la Junta Directiva de SVA en enero, febrero, marzo, abril, o mayo (2 horas cada una)
- Asistir a la reunión de Padres-Profesores (1 hora)
- Participar como Juez comunitario para Proyectos Estudiantiles (valor varía)
- Asistir a la Presentación Estudiantil (2 horas)
- Llenar la Encuesta de Satisfacción de Padres (1 hora)
- Otras contribuciones de tiempo para el beneficio del colegio (valor varía) – Hable con el personal si vé alguna necesidad que quiera ocupar

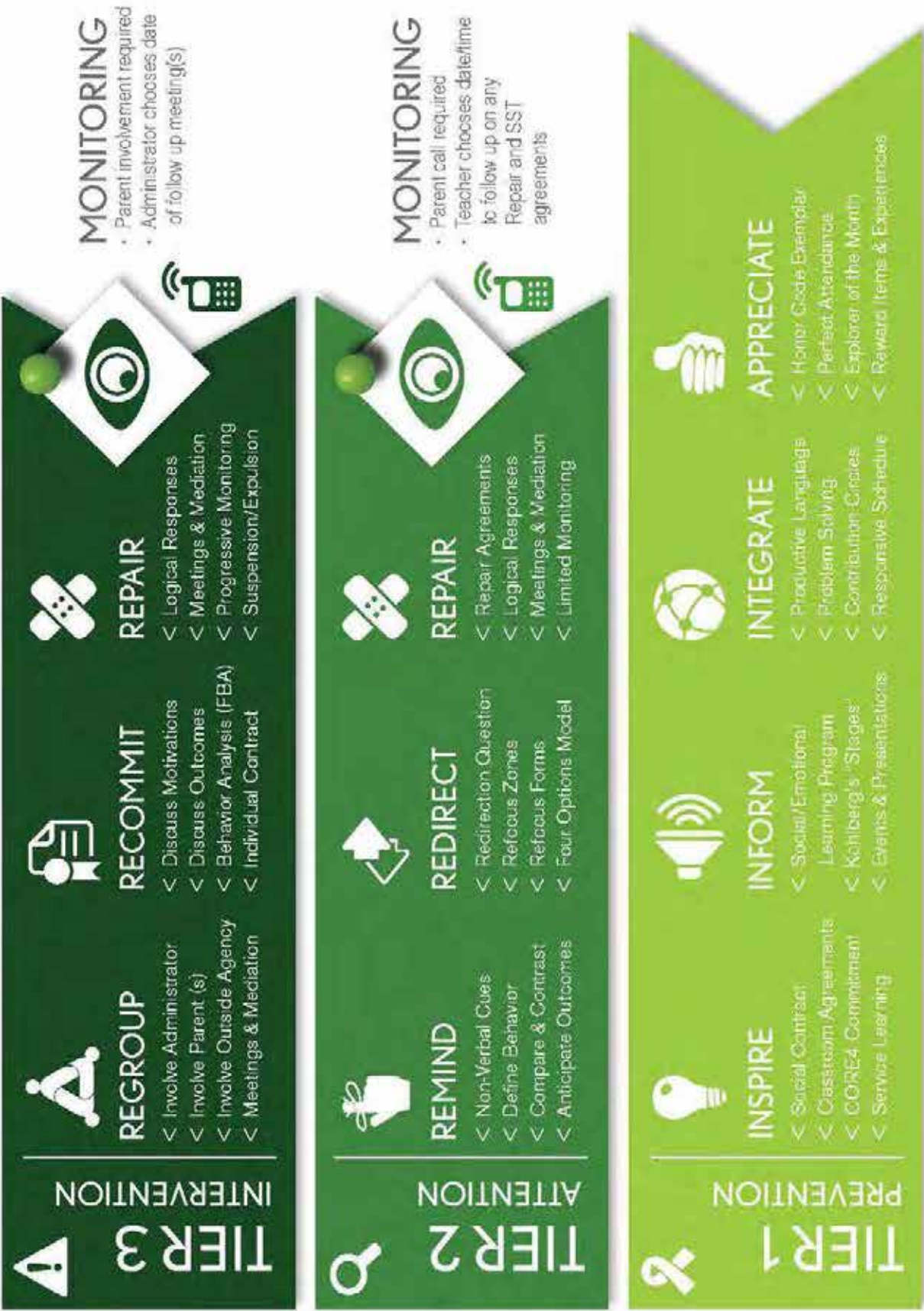


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TIER 1



PREVENTION



INSPIRE



INFORM



INTEGRATE



APPRECIATE



# RESPECT THE CORE4



## DORIGHT.

All behaviors can be categorized as RESPECTING or DISRESPECTING a CORE4 category. Our goal is for students to not only respect each CORE4 category, but to have an elevated motivation for doing so, doing what is right "because it is right."



### PEOPLE

I will be kind to myself and others.



### PROPERTY

I will not take or destroy what is not mine.



### PROCESS

I will follow all of the rules, policies, and procedures in the Family Handbook.



### PRESENTATION

I will dress for success and abide by the SVA Dress Code.

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# SOCIAL & EMOTIONAL LEARNING AT SVA



## SECOND STEP



The K-8 curriculum we use to support students' social-emotional growth

## PRODUCTIVE LANGUAGE

Use "I" Statements • "I feel \_\_\_\_ when \_\_\_\_ because \_\_\_\_ and my preference would be \_\_\_\_."

## RESOURCES

Learn more about Second Step online  
[www.cfchildren.org/second-step](http://www.cfchildren.org/second-step)

## PROBLEM SOLVING

### S.T.E.P

1. State the Problem
2. Think of Solutions
3. Explore Outcomes
4. Pick an Action

The purpose of Classroom Meetings is to get students to connect, collaborate and create as a group, promoting participation in school and class communities.

GENERAL CIRCLE - Once a week (minimum)

MORAL DILEMMA - Once a month

Discussion of moral dilemma homework from previous week

CONTRIBUTION CIRCLE - Once a month (minimum)

Do something uplifting for the larger school community.

## CLASSROOM MEETINGS



"Eager to  
Contribute to  
a Better World"



## Electives

### GRADES 5 - 8

Explorer Band  
Theater  
Smart Sports  
Journalism  
Future Problem Solvers  
Mathletics  
Science Olympiad  
Aide (office or classroom)  
Yearbook  
Poetry Slam  
Outdoor Explorers  
5K

## Student Clubs

CODE CLUB  
FIBER ARTS  
STUDENT COUNCIL  
BATTLE OF THE BOOKS  
SPELLING BEE  
POETRY & PROSE  
SPORTS TEAMS  
GRADES OF GREEN

## AWESOMENESS

FIELD TRIPS  
SERVICE LEARNING  
HABITS OF A SCHOLAR  
• Preparation and Academic Humility  
• Perseverance  
• Goal-Setting  
• Pondering Ideas  
• Intellectual Risk Taking  
• Excellence  
• Saving Ideas  
• Multiple Perspectives and Using Varied Resources  
• Curiosity

EXPLORER OF THE MONTH  
HONOR CLUB EXEMPLAR  
PERFECT ATTENDANCE



## After School

### Kinder Bridge

Kindergarten Only  
1:30 PM - 3:30 PM  
Indoor/Outdoor Play,  
Snack & Book Time



ALL GRADES  
3:30 PM - 5:45 PM  
Indoor/Outdoor Play,  
Snack & Choice of Activity



## THE SVA TRIUMPH TREE

We acknowledge good behavior by giving students personalized "DO RIGHT" bookmarks. Each bookmark given will have a corresponding leaf with the student's name that will be added to the Triumph Tree in the cafeteria. This is a big part of how we promote a culture of respect for our CORE4 values and our Honor Code. So, when you catch a student DOING RIGHT, that's the time to surprise them with this unique and specific reinforcer. We want these leaves to be thoughtfully bestowed and truly deserved, so please pace your giving.

### CLASSROOM TEACHERS

• 2 PER WEEK (max)

### AIDES & SPECIALISTS

• 1 PER WEEK (max)

### ADMIN & OFFICE STAFF

• 1 PER WEEK (max)

## JUST 4 STEPS

1. Fill out bookmark and give to student
2. Print student's first and last name on a Sycamore leaf.
3. Roll blue painter's tape and apply to back of labeled leaf
4. "Hang" the leaf on the Triumph Tree for all to see!

**All needed supplies are available in the breezeway!**

Make sure to circle the CORE4 category you see the student respect and practice!



I ACKNOWLEDGE YOUR TRIUMPH. THANK YOU FOR "DOING RIGHT"



Given by: Sign Your Name

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





**HOW TO DO TIER 2**

**REDIRECTION QUESTION**  
Are you ready to honor your agreement(s)?

**REMEMINDERS:**  
Non-Verbal

- Make eye-contact
- Snake head to indicate "no"
- Reference the CORE4 Poster
- Walk toward student
- Touch shoulder gently
- Reference the 4 Options

**REMEMINDERS:** Verbal

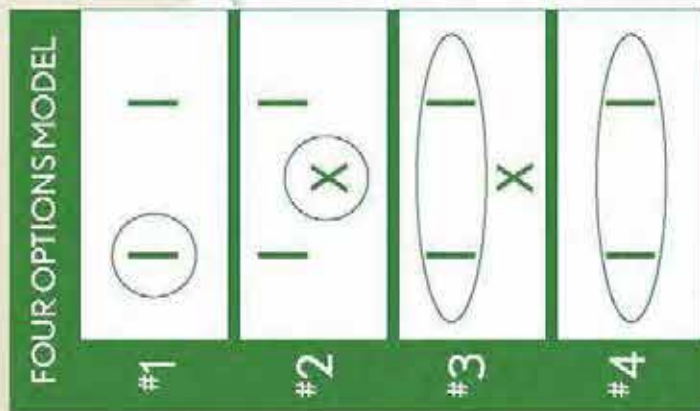
- Define behavior
- Contrast with CORE4 principles
- Reference Classroom Agreement or previous Repair Agreements
- List Logical Responses
- Present the 4 Options and ask what level of engagement is needed

**HOW TO REDIRECT**  
If the usual verbal and non-verbal reminders are not curbing the behavior, ask the Redirection Question and give the option to visit the Refocus Zone.

Agree to a period of time and then check in with the student or have them approach you.

Ask the Redirection Question again and if student either says no or persists in the behavior, offer the 4 Options for how to repair their failure to redirect.

Not all conflicts will require signed agreements, but all resolutions will require an appropriate level of accountability.

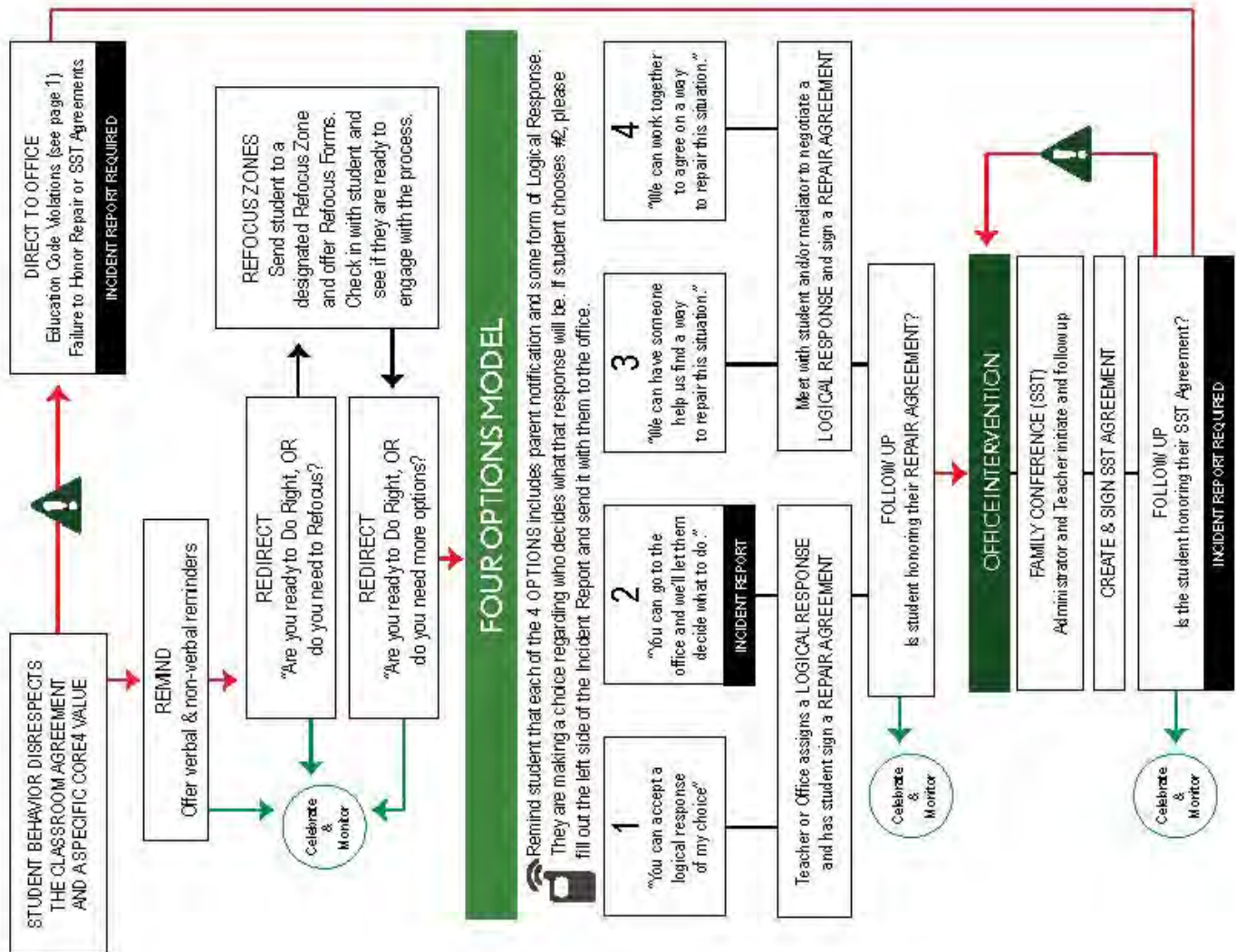


*"Love is an unconditional commitment to be constructive." - Ron Claassen*

Our system of social justice is based off of the principles and practices developed by Ron Claassen, Director of the Restorative Discipline Project and Professor Emeritus of Peacemaking and Conflict Studies at Fresno Pacific University. Learn more at [www.disciplinethatrestores.org](http://www.disciplinethatrestores.org)

We use Claassen's Four Options Model to allow students a choice in how a Logical Response to their behavior is adjudicated. Each option has a different balance of power that can affect outcomes. We also use verbal and/or signed Repair Agreements that, if not honored, justify increased intervention efforts.





## REPAIR

### LOGICAL RESPONSES AT THE CLASSROOM LEVEL

- CORE4 • PEOPLE (Student Actions)**
- Apologize in a letter to the person or parent
  - List things you appreciate about that person
  - Do a nice thing for him/her within 2 days (check in)
  - Work on a job together
- CORE4 • PROCESS (Student Actions)**
- Give up personal time
  - Repeat the action or assignment (check in)
  - Give back to the classroom community
  - Accept an ongoing responsibility
  - Call home to describe behavior
  - Create logical response with teacher
- CORE 4 • PROPERTY (Student Actions)**
- Repair property damage (clean, replace, etc.)
  - Give written or verbal apology to the owner
  - Demonstrate empathy for the victim
  - Report of bathroom cleanliness
  - Loss of privilege (i.e. technology damage)
- CORE 4 • PRESENTATION (Teacher Actions)**
- Follow SVA Dress Code Incident Policy
  - Send student to get compliant clothing items from the office on 2nd offense

## REPAIR

Conflicts between students will be mediated by a trained staff member.

We offer Claassen's FOUR OPTIONS in this situation as well, although there are some differences in the balance of power vs. when there is conflict between a Teacher and a Student.

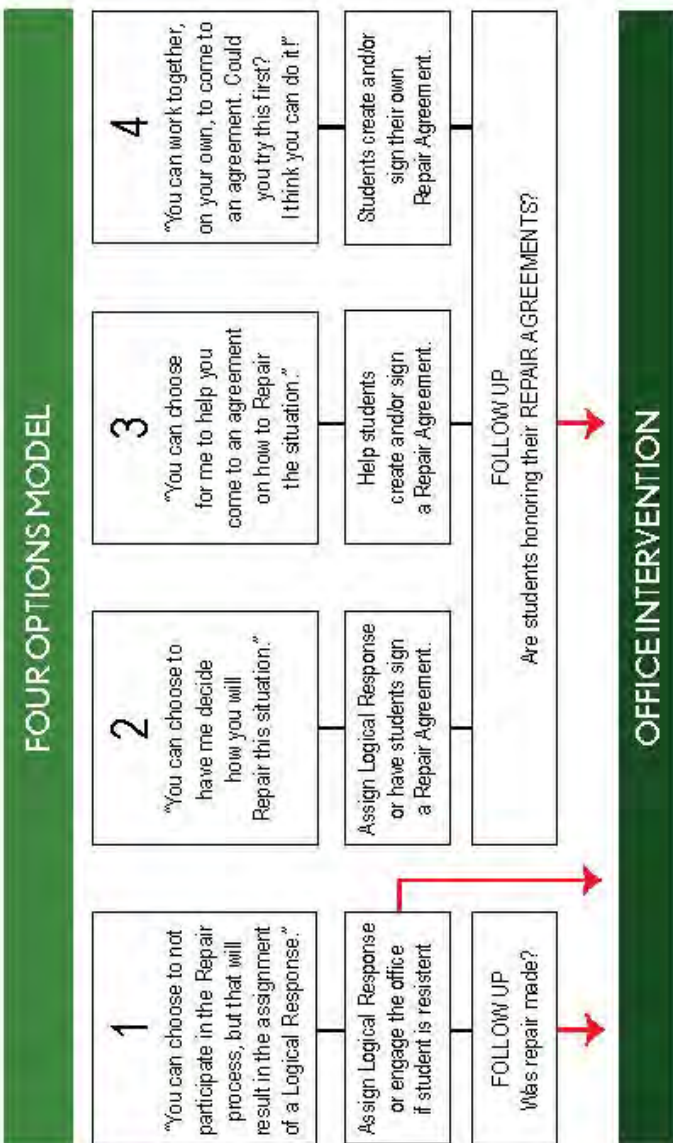
Make sure that both parties describe their personal experience and validate the other person's experience. Then, search for solutions that restore equity and clarify future intentions.

The decision to have students fill out Student Perspective Forms or sign a formal Repair Agreement is at the mediator's discretion.

Follow up to make sure that any written Repair Agreements are being honored. If they are not, then it is time to seek office intervention.

Restorative justice addresses the harm caused by the offense and the harm revealed by the offense. When you get kids talking you learn about the traumas they have faced, which are often informing their behavior. If you can get to the root of the cause of the offense, you're truly stopping the cycle.

- David Yusem  
Program Manager of Restorative Justice  
Oakland Unified School District





# 4FUNCTIONS OF BEHAVIOR

Understanding the origin or motivation behind behavior



REPAIR

At every level of TIER 2 it is important for staff to identify why the student is engaged in the undesirable behavior. The "why" or "Function of Behavior" can assist staff in helping the student meet their needs in a way that is socially appropriate and shows respect for the CORE 4.

Remember, everyone EATS!



MOTIVES



ORIGINS

EXAMPLES OF BEHAVIOR

ESCAPE	Avoids undesired activities or interactions	When task is too hard, easy, boring or scary	Avoiding or destroying work, running, hitting, spitting, yelling, hiding, whining, shutting down
ATTENTION	Provides access to people or interactions	When social interaction is preferred over task	Hitting, name-calling, telling jokes, being loud
TANGIBLES	Provides preferred item or activities	When an item is preferred over task	Avoidant/challenging behavior or attempting to gain access to desired item or activity
SENSORY	Provides preferred sensory experience	Anytime ... especially when feeling anxious	Rocking, nervous ticks, nail biting, making noises for self-stimulation, hugging

For example, if a child has arachnophobia and is having a difficult time participating in the class lesson on invertebrates, the teacher may have a difficult time with redirection back to the lesson. If the teacher can recognize the function of the student's non-compliance as ESCAPE behavior motivated by fear, then the teacher can assist the student with ways of accessing the curriculum while maintaining the student's sense of classroom safety. This may seem like an obvious example, but the same recognition of the function of behavior and subsequent intervention can be made whether the student is scared, bored, frustrated, hungry, sick, in need of social interaction, needing to rid the body of waste, too hot, too cold, overstimulated due to noise or action, or focused on attaining a desired item.

By recognizing the Functions of Behavior, staff are able to assist students in meeting their needs, or communicating why their needs cannot be met at the time. Understanding what is going on within a child makes the process of "repair" much more effective.

## REFOCUS FORM



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

**✓ I AM FEELING...**  
CHECK ALL THAT APPLY

CHECK ALL THAT APPLY

- ☐ sad   ☐ happy   ☐ nervous   ☐ hungry   ☐ upset   ☐ angry   ☐ friendly   ☐ jealous   ☐ glad   ☐ lonely   ☐ calm  
☐ annoyed   ☐ joyful   ☐ depressed   ☐ excited   ☐ anxious   ☐ thrilled   ☐ tired   ☐ concerned   ☐ curious  
☐ ready to learn   ☐ like being alone   ☐ like being with other people   ☐ like I miss someone - Who? \_\_\_\_\_  
☐ like I want to help someone - Who? \_\_\_\_\_

UPDATED: AUGUST 2016

# STUDENT PERSPECTIVE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

## UNANSWERED QUESTIONS

What classroom agreement or CORE 4 principle has been disrespected?




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## BIG IDEAS

What do you believe caused the problem or conflict?




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## ETHICS & JUDGEMENT

What did you do wrong? What could you have done better?



What did others do wrong? What could they have done better?




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## CONTRIBUTE SOLUTIONS

What do you think is a Logical Response to your behavior in this situation? What can you do to Repair the item, action, or relationship?




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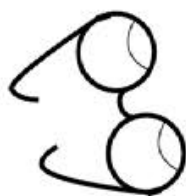
UPDATED: AUGUST 2016



# MEDIATION FRAMES



"So when you are listening to somebody, completely, attentively, then you are listening not only to the words, but also to the feeling of what is being conveyed, to the whole of it, not part of it."



MULTIPLE  
PERSPECTIVES

This handout is to be used to mediate conflict; it is a visual assist to ensure mediations follow a structured process. The sentence frames provided prompt the use of productive language to express feelings (I-statements). In addition, the requirement to mirror (or repeat back to demonstrate understanding) as the parties take turns expressing their feelings/thoughts ensures the listener achieves understanding and the speaker feels understood. Mediations that follow these frames and this process of mirroring and taking turns will stay focused on problem-solving and will not devolve into bickering. The mediator's job is to ensure this process is followed and guide the parties in conflict to use the frames and to mirror.

## PERSON 1:

"I feel \_\_\_\_\_ when you \_\_\_\_\_"

I would prefer if \_\_\_\_\_"

## PERSON 2:

"I hear you saying that you feel \_\_\_\_\_ when I \_\_\_\_\_"

You would prefer if I \_\_\_\_\_"

..... REPEAT & CLARIFY UNTIL UNDERSTANDING IS ACHIEVED .....

## PERSON 1:

"I feel \_\_\_\_\_ when you \_\_\_\_\_"

I would prefer if \_\_\_\_\_"

## PERSON 2:

"I hear you saying that you feel \_\_\_\_\_ when I \_\_\_\_\_"

You would prefer if I \_\_\_\_\_"

..... REPEAT & CLARIFY UNTIL UNDERSTANDING IS ACHIEVED .....

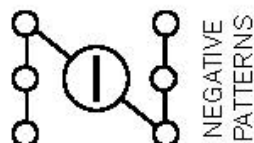
# SVA REPAIR AGREEMENT

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_  
 NAMES: \_\_\_\_\_

It is in the making and keeping  
 of agreements that trust is built.

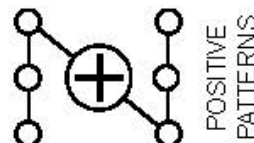
MEDIATOR: \_\_\_\_\_

What specific negative behaviors caused this conflict?



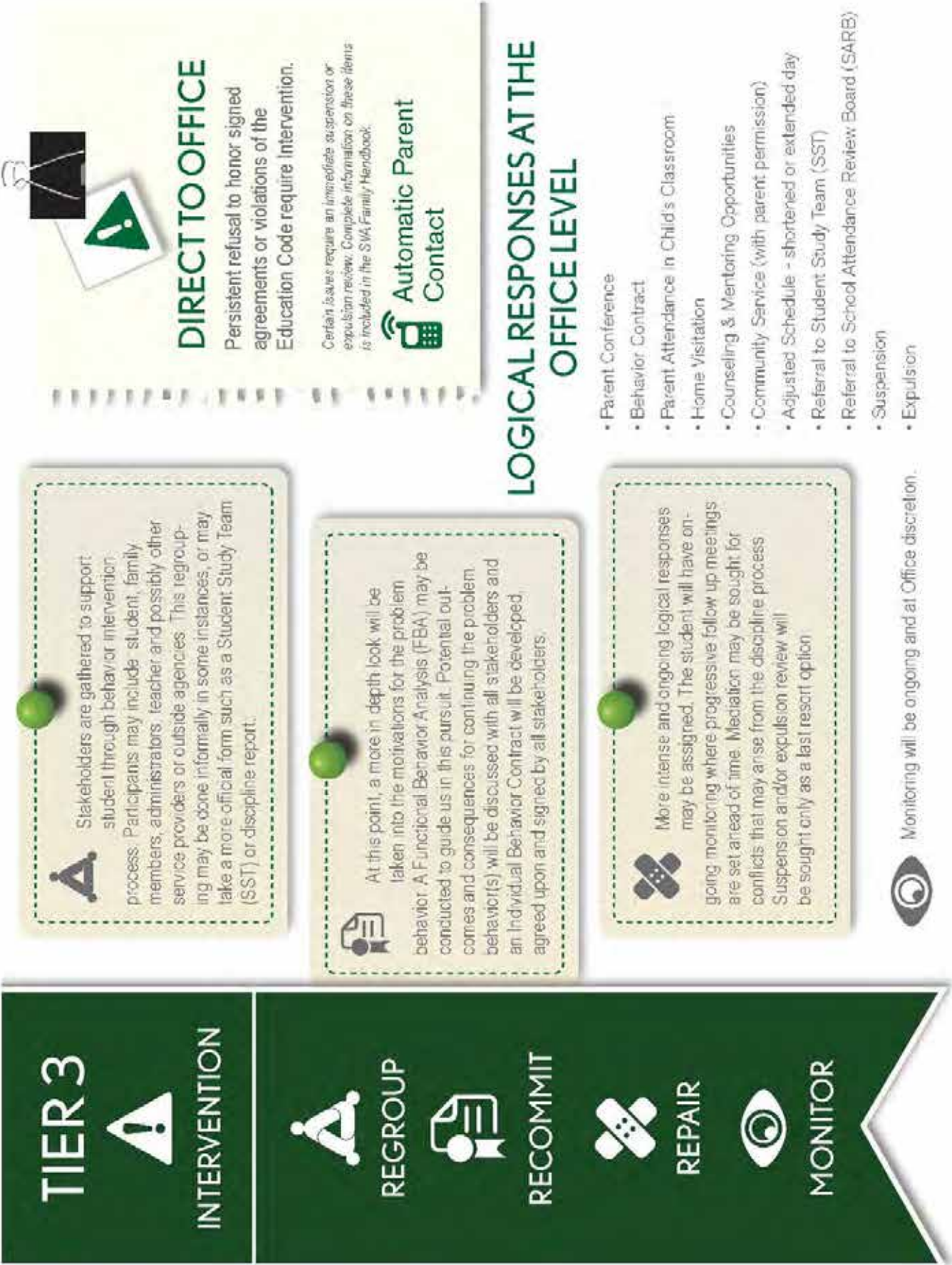
I TAKE RESPONSIBILITY FOR MY NEGATIVE ACTIONS. I DESIRE TO REPAIR THE DAMAGE AND BUILD TRUST.  
**THEREFORE, I AGREE TO HONOR THE FOLLOWING PLAN AND "DO RIGHT"!**

What specific positive behaviors can we agree to today to resolve the present conflict and prevent future conflict?



Signature \_\_\_\_\_  
 Signature \_\_\_\_\_

Signature \_\_\_\_\_  
 Signature \_\_\_\_\_



# SVA INCIDENT REPORT



Staff Name:

What incident started this process and why do you think student is continuing this behavior? (OR describe the Education Code Violation)

DATE: TIME:

TIME: \_\_\_\_\_

NAME(S):

## REASON FOR OFFICE REFERRAL:

- ☐ Student chose #2 when offered the 4 OPTIONS
- ☐ Student refuses to honor Classroom, Repair or other agreements
- ☐ Education Code Violation

Please attach any signed Repair, SST Agreements or any other documents that apply to this situation or incident.

## PARENT/GUARDIAN CONTACTED:

Contact Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time: \_\_\_\_\_

Contact Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time: \_\_\_\_\_

WAS THERE A MEETING? Yes No

WHO ATTENDED THE MEETING (check all that apply):

- ☐ Student  
☐ Parent  
☐ Other Staff

Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time: \_\_\_\_\_

**FOLLOW UP MEETING:**

Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time: \_\_\_\_\_

Logical Response (If assigned):



## APPENDIX U – TEACHER EVALUATION FORMS

### Teacher Evaluation Process

Evaluations are intended for the mutual benefit of the school and its employees. The process is designed to provide information about how the teacher is performing in his/her job duties. The observation and related meetings will help identify areas of strength, as well as identify areas for improvement or growth. The information collected during the observation and evaluation meetings will be used for ongoing professional growth and development, as well as a determining factor in the decision to re-hire.

Action	Teacher should prepare the following:	Timeline
Write one professional goal at start of the year.	goal	To be completed by deadline provided, submit to Principal's inbox.
Evaluative "Walkthrough Feedback" Checklists	---	Occur randomly, over the course of the academic year (minimum 3, maximum 8)
Teachers Only- Formal Observation <ul style="list-style-type: none"> <li>2/year in first year at SVA</li> <li>1/year after that</li> </ul>	Submit copy of lesson plan to Principal 1 day prior. Use the "Differentiated Learning Experiences Planning Template" to communicate your lesson plan/elements.	Principal will schedule the observation via a letter in your box. Post-observation conferences are held within a week of the observation date.
Improvement Plan (if needed) <ul style="list-style-type: none"> <li>Conference</li> <li>Continued use of Evaluative "Walkthrough Feedback" Checklists with specific feedback related to Improvement Plan items</li> </ul>	--- (Show growth in the areas identified for improvement)	<ul style="list-style-type: none"> <li>May occur at any time</li> <li>A staff member who is put on an Improvement Plan will be provided with feedback until the Improvement Plan is discontinued, so long as the employee remains on SVA staff.</li> </ul>
Summative Evaluation Conference	<ul style="list-style-type: none"> <li>Bring evidence relating to goals to conference</li> <li>Bring evidence relating to Improvement Plan (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Includes recommendation to rehire for next academic year</li> <li>To be completed by May 31</li> </ul>
<b>What You Can Expect</b>		
Teachers may receive "Walkthrough Feedback Checklist" evaluations from the Vice Principal, Principal, or Superintendent. Teachers' formal observations and evaluative conferences will be conducted by the Principal. Principal recommendations for rehire are annually submitted and reviewed with the Superintendent prior to the Summative Evaluation Conference.		

All evaluative documents are kept confidential in the employee's personnel file.



**The Academies**  
**GOALS FOR PROFESSIONAL GROWTH**

Employee \_\_\_\_\_

Immediate Supervisor/ Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School Year \_\_\_\_\_ School \_\_\_\_\_

**Goal 1- Write a measurable goal related to your role in the organization.**

**PLANS FOR GROWTH, ANY RESOURCES AND/OR SUPPORT NEEDED**

**ADDITIONAL INPUT FROM ADMINISTRATOR/ SUPERVISOR (if applicable)**

**EVIDENCED BY (How we will know it is achieved)**

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX U – TEACHER EVALUATION FORMS

### The Academies GOALS FOR PROFESSIONAL GROWTH

Employee \_\_\_\_\_  
Immediate Supervisor/ Evaluator \_\_\_\_\_ Position \_\_\_\_\_  
School Year \_\_\_\_\_ School \_\_\_\_\_

**Goal 2- OPTIONAL- Write a measurable goal related to your role in the organization.**

**PLANS FOR GROWTH, ANY RESOURCES AND/OR SUPPORT NEEDED**

**ADDITIONAL INPUT FROM ADMINISTRATOR/ SUPERVISOR (if applicable)**

**EVIDENCED BY (How we will know it is achieved)**

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX U – TEACHER EVALUATION FORMS

### The Academies WORK/LIFE BALANCE ANNUAL GOAL-SETTING

Staffperson \_\_\_\_\_ Observer \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Academic Year: \_\_\_\_\_

*Check the following strategies that you plan to use to balance your work and life commitments this year to maintain job satisfaction and sustainability and promote your own well-being. Use of the form is optional, but highly encouraged. Your perception of work/life balance, adherence to the strategies chosen, or adjustment of them will be a part of your annual (summative) evaluation conference discussion.*

☐ Build down time into your schedule, or set aside time to engage in restorative activities. What are the restorative activities you will consciously plan to do this year? \_\_\_\_\_

☐ Remove activities from your schedule that zap your time or your energy. What activity did you identify for removal? \_\_\_\_\_

☐ Rethink your errands/ to do list. Is there anything you can outsource, swap services with a friend, or combine with another activity to increase efficiency? \_\_\_\_\_

☐ Integrate exercise in your weekly routine. This strategy is good for the mind and body. What exercise schedule can you use to support your health this year? \_\_\_\_\_

☐ Attend to your spiritual/mental health. In what ways will you attend to this aspect of your wellness this year? \_\_\_\_\_

☐ It's important to feel a part of the team at work. In what ways will you reach out to others and engage with coworkers to increase connectedness at work this year? \_\_\_\_\_

☐ Make relationships healthier. In what ways will you set and maintain appropriate boundaries or improve communication or trust in key relationships at home or at work? \_\_\_\_\_

☐ Protect your family time. What day/time is sacred, and will you protect and reserve for your family this year? \_\_\_\_\_

☐ Develop your professional skill or expertise. When one is successful in one's career, one feels more satisfied by it. In which aspect of your job are you wanting to improve this year? \_\_\_\_\_

In what way do you feel you help our team achieve the mission or vision for our school? Which phrase particularly resonates with you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX U – TEACHER EVALUATION FORMS

### The Academies FORMAL CLASSROOM OBSERVATION REPORT

Teacher \_\_\_\_\_ Observer \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Time/period of observation: \_\_\_\_\_

Lesson Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>5 - Excellent</b>	<b>4 – Highly Effective</b>	<b>3 - Effective</b>	<b>2 - Emerging</b>	<b>1 - Entry</b>
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EVIDENCE OBSERVED	KEY ELEMENTS
1.0 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching  5 _____ 4 _____ 3 _____ 2 _____ 1
2.0 CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning  5 _____ 4 _____ 3 _____ 2 _____ 1

## APPENDIX U – TEACHER EVALUATION FORMS

EVIDENCE OBSERVED	KEY ELEMENTS
3.0 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p> <p>5 _____ 4 _____ 3 _____ 2 _____ 1</p>
4.0 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p> <p>5 _____ 4 _____ 3 _____ 2 _____ 1</p>
5.0 ASSESSING STUDENTS FOR LEARNING	<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <p>5 _____ 4 _____ 3 _____ 2 _____ 1</p>



## APPENDIX U – TEACHER EVALUATION FORMS

**Overall Rating:**

5 - Excellent	4 – Highly Effective	3 – Effective	2 – Emerging	1 – Entry**
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**\*Comments:**

This report has been discussed with me in conference with the evaluator. I understand that I may, within ten (10) working days of my signature, make a written response to this observation, which will be filed with my observation. My signature hereon does not necessarily signify agreement with this observation. If any area is unsatisfactory, the evaluator shall provide the teacher with an improvement plan.

**Employee response attached:** Yes ☐ No ☐

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

## APPENDIX U – TEACHER EVALUATION FORMS

The Academies Walkthrough Feedback Checklist Teacher \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Activity \_\_\_\_\_

- ☐ 90% or more of students appropriately engaged in academics/ on-task.
  - ☐ 80-90% of students appropriately engaged in academics/ on-task.
  - ☐ Fewer than 80% of students appropriately engaged in academics/ on-task.
- ☐ Students are using materials/curriculum for learning effectively and as the teacher planned.
  - ☐ Students are not using materials appropriately for learning.
  - ☐ Students are showing disrespect to our school property.
- ☐ Students' need to feel safe is being met in this classroom environment.
  - ☐ Students' need to feel safe may not be met in this classroom environment due to lax classroom management.
  - ☐ Students do not feel safe in this classroom environment due to lack of classroom management.
- ☐ Teacher talk is honed for the audience, positive rapport b/w teacher & students, mutual respect evident.
  - ☐ Teacher talk may be losing some of the students (above or below their "level"), mutual respect evident.
  - ☐ Mutual respect is not evident in the interaction between teacher & students.
- ☐ Instruction is high quality: well-explained/modeled, interactive, engaging, inspiring, likely to be retained, likely to cause students to feel curious, teacher has command of the content, leaves students able to make sense and meaning of the material.
  - ☐ Instruction is mediocre: teacher has limited command of the content, limited explanation and modeling is provided, but students may not be able to make sense and meaning of the material after this learning experience, retention of information in doubt.
  - ☐ Instruction is poor: assigned—not explained or modeled, disinterest is evident in students, material is unlikely to be retained, teacher does not have command of the content, students may not be able to make sense or meaning of the material or retain it.
- ☐ Instruction or assignment is structured to enable students to achieve their personal best/excellence.
  - ☐ Instruction or assignment structure does not provide enough scaffolding to enable students to achieve their personal best/excellence.
- ☐ Curriculum compacting and/or differentiation is evident in the lesson, the materials, or the activity.
  - ☐ Curriculum compacting and/or differentiation is not evident in the lesson, the materials, or the activity.
- ☐ Students understand why the content they are learning is important (see the relevance or understand the accountability tied to the objective).
  - ☐ It is unclear if students understand why the content they are learning is important (see the relevance or understand the accountability tied to the objective).
  - ☐ Students appear disconnected from the reason why they are learning this content (do not see the relevance or understand the accountability tied to the objective).

## APPENDIX U – TEACHER EVALUATION FORMS

- ☐ Classroom is orderly and tidy, enabling greatest focus on lesson content and maximal achievement on assignments.
  - ☐ Classroom is generally orderly, but some disorder may cause distraction for students and impact achievement/accountability on assignments.
  - ☐ Classroom is disorderly and untidy, causing distraction from lesson content and reducing achievement or teacher's ability to hold students accountable on assignments.
- ☐ Teacher uses CFU's to formatively assess, and when necessary, adjust lesson while teaching.
  - ☐ Teacher was not observed using CFU's to formatively assess/adjust while teaching.
- ☐ Majority of students show academic enthusiasm and a positive disposition toward school.
  - ☐ Majority of students show a positive disposition toward school.
  - ☐ Majority of students show a negative disposition toward school.
- ☐ Teacher used prompts of depth and complexity in the lesson.
  - ☐ The purpose of the lesson/activity did not lend itself to the use of the prompts of depth and complexity.
  - ☐ Teacher was not observed using prompts of depth and complexity in this lesson, but lesson or differentiation could have been improved with this.
- ☐ It is apparent that students are being held to high academic standards in their assignments, and there are rigorous expectations for student performance (grade level standard minimum, differentiated– advanced where appropriate to student ability).
  - ☐ Academic standards and expectations for student performance are standards-based (grade level standard minimum).
  - ☐ It is unclear at the time observed whether learning objectives/assignments are standards-based.
  - ☐ Students appear to be working on tasks below grade level standard minimum.
- ☐ Students are accountable to learn/complete work, and feedback loops in the classroom are observed to support high achievement.
  - ☐ It is unclear at the time observed whether students are being held accountable to learn/complete work, or whether they are receiving necessary feedback to make progress.
- ☐ Students are held accountable to display appropriate school behavior and respect toward others.
  - ☐ Students are not being held accountable to display appropriate school behavior and respect toward others.
- ☐ Students interact positively with one another in this classroom community, so that the class feels like members of the same team.
  - ☐ Students interact positively in this classroom, but the class felt like a group of individuals, sense of community could be improved.
  - ☐ Students did not interact positively or demonstrate a sense of community during the time observed.
- ☐ There is evidence, either in the time observed or on the walls, that this classroom is utilizing the professional development provided by SVA for this year's content area focus (Lucy Calkins Writing + Word Work/Vocabulary), or prior year's PD. Teacher may even be piloting promising material/strategies for future school-wide implementation.
  - ☐ There is evidence, either in the time observed or on the walls, that this classroom is utilizing the professional development provided by SVA for this year's content area focus (Lucy Calkins Writing + Word Work/Vocabulary), or prior year's PD.
  - ☐ There is no evidence, either in the time observed or on the walls, that this classroom is utilizing the professional development provided by SVA for this year's content area focus (Lucy Calkins Writing + Word Work/Vocabulary), or prior year's PD.

**Developmental 5 Point Review Scale**

typically year 3-4+	<b>Excellent</b> <b>5</b>	<ul style="list-style-type: none"> <li>• Performance is clearly outstanding, exceeding expectations.</li> <li>• Performance is exceptional on a regular or continuous basis.</li> </ul>
	<b>Highly Effective</b> <b>4</b>	<ul style="list-style-type: none"> <li>• Performance is consistently strong.</li> <li>• Performance is occasionally exceptional.</li> </ul>
Typically year 1-2	<b>Effective</b> <b>3</b>	<ul style="list-style-type: none"> <li>• Performance is reliably adequate and generally meets expectations.</li> </ul>
	<b>Emerging</b> <b>2</b>	<ul style="list-style-type: none"> <li>• Periodically fails to meet expectations of the job or to display professional competency.</li> <li>• Performance is less than adequate on a periodic or frequent basis.</li> <li>• Employee may be developing within the position, but needs to improve in order to be considered Effective.</li> </ul>
<b>Needs Improvement</b>	<b>Entry</b> <b>1</b>	<ul style="list-style-type: none"> <li>• Performance is below acceptable levels.</li> <li>• Does not meet job expectations; substantial professional improvement is needed before the employee can be considered Effective in this role.</li> </ul>

**Evidence of Growth toward Professional Goal discussed at Post-Conference**

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

### STANDARD ONE:

#### ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

### STANDARD TWO:

#### CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

### STANDARD THREE:

#### UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

### STANDARD FOUR:

#### PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

### STANDARD FIVE:

#### ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

### STANDARD SIX:

#### DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

*Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.*



## APPENDIX U – TEACHER EVALUATION FORMS

Teacher:		
Post-Observation Conference Date:		
Evaluator:		
Developmental 5 pt. Review Scores on CA Teaching Standards (See CA Teaching Standards, attached.)		(See CA Teaching Standards, attached.)
Curricular/Instructional aspects of a teaching job	1.0 Engages and Supports all Students in Learning	
	2.0 Creates and Maintains Effective Environments for Student Learning	
	3.0 Understands and Organizes Subject Matter for Student Learning	
	4.0 Plans Instruction and Designs Learning Experiences for All Students	
	5.0 Assesses Student Learning	
Professional Expectations of a Teacher	6.0 Develops as a Professional Educator Your score here is based on how you fulfill other professional responsibilities aside from classroom instruction.	
		Your average:
<b>Areas of Strength</b> <i>We notice and appreciate this about you. Build from these assets!</i>		
<b>Areas of Weakness</b> <i>We notice these places where we need you to grow, and we'll watch for your growth in these areas. By focusing your attention here, you'll accelerate your rate of growth toward The Academies' expectations for excellence in teaching.</i>		

**The Academies**  
**TEACHER SUMMATIVE EVALUATION**

Employee \_\_\_\_\_ Assignment(s) \_\_\_\_\_ Date: \_\_\_\_\_

5 - Excellent	4 – Highly Effective	3 - Effective	2 - Emerging	1 - Entry
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**1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING**

- 5---4---3---2---1    1.1 Using knowledge of students to engage them in learning
- 5---4---3---2---1    1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 5---4---3---2---1    1.3 Connecting subject matter to meaningful, real-life contexts
- 5---4---3---2---1    1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 5---4---3---2---1    1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 5---4---3---2---1    1.6 Monitoring student learning and adjusting instruction while teaching

Comments: \_\_\_\_\_

**2.0 CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

- 5---4---3---2---1    2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 5---4---3---2---1    2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 5---4---3---2---1    2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 5---4---3---2---1    2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 5---4---3---2---1    2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 5---4---3---2---1    2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 5---4---3---2---1    2.7 Using instructional time to optimize learning

Comments: \_\_\_\_\_

**3.0 UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING**

- 5---4---3---2---1    3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 5---4---3---2---1    3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 5---4---3---2---1    3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 5---4---3---2---1    3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 5---4---3---2---1    3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 5---4---3---2---1    3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Comments: \_\_\_\_\_

**The Academies**  
**TEACHER SUMMATIVE EVALUATION**

5 - Excellent	4 – Highly Effective	3 - Effective	2 - Emerging	1 - Entry
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**4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS**

- 5---4---3---2---1      4.1 Using knowledge of students' academic readiness, language proficiency, cultural background , and individual development to plan instruction
- 5---4---3---2---1      4.2 Establishing and articulating goals for student learning
- 5---4---3---2---1      4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 5---4---3---2---1      4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 5---4---3---2---1      4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Comments: \_\_\_\_\_

**5.0 ASSESSES STUDENT LEARNING**

- 5---4---3---2---1      5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5---4---3---2---1      5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5---4---3---2---1      5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5---4---3---2---1      5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5---4---3---2---1      5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5---4---3---2---1      5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5---4---3---2---1      5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Comments: \_\_\_\_\_

**6.0 DEVELOPS AS A PROFESSIONAL EDUCATOR**

- 5---4---3---2---1      6.1 Reflecting on teaching practice in support of student learning
- 5---4---3---2---1      6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 5---4---3---2---1      6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 5---4---3---2---1      6.4 Working with families to support student learning
- 5---4---3---2---1      6.5 Engaging local communities in support of the instructional program
- 5---4---3---2---1      6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 5---4---3---2---1      6.7 Demonstrating professional responsibility, integrity, and ethical conduct
- 5---4---3---2---1      Uses effective communication to foster positive interactions in the classroom
- 5---4---3---2---1      Models effective communication strategies
- 5---4---3---2---1      Initiates communication with parents/guardians concerning student progress or problems in a timely manner
- 5---4---3---2---1      Establishes regular channels of communication between school and home that encourage parent/guardian involvement

Comments: \_\_\_\_\_

The Academies  
**TEACHER SUMMATIVE EVALUATION**

**COMMENDATIONS AND/OR RECOMMENDATIONS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional pages attached: Yes: \_\_\_\_ No \_\_\_\_

5 - Excellent	4 – Highly Effective	3 – Effective	2 – Emerging	1 – Entry**
_____	_____	_____	_____	_____

\*\* 3 or more Entry ratings in any one standard will require the development of an Improvement Plan with Principal. More observation and assessment is required.

☐ Recommended for  
continued service

☐ Recommended for continued  
service, but improvement needed

☐ Not recommended for  
re-hire

Signature of Employee: \_\_\_\_\_

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

Signature of Evaluator: \_\_\_\_\_

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

*This evaluation has been discussed with the employee. The teacher's signature acknowledges receipt of this document and does not necessarily indicate agreement with the report. Teacher may make a written response to this evaluation within ten (10) working days of signing this document.*

**The Academies  
IMPROVEMENT PLAN**

Employee: \_\_\_\_\_

Status: \_\_\_\_\_

Position: \_\_\_\_\_

Grade Level: \_\_\_\_\_

This form is used when the certificated employee's **Classroom Observation Form** and/or **Summative Evaluation** indicates inconsistent performance. This form should be used for *each* element that is below satisfactory.

STANDARDS	
Check appropriate box:	
<input type="checkbox"/> 1.0	Engages and supports all students in learning
<input type="checkbox"/> 2.0	Creates and maintains effective environments for student learning
<input type="checkbox"/> 3.0	Understands and organizes subject matter for student learning
<input type="checkbox"/> 4.0	Plans instruction and designs learning experiences for all students
<input type="checkbox"/> 5.0	Assesses student learning
<input type="checkbox"/> 6.0	Develops as a professional educator

Area(s) of concern:

My Plan for Improvement (include measurable action steps with timeline):

Assistance I need:

Timeline:

Follow-up meeting dates to monitor progress:

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

*Signature of Employee does not constitute endorsement of the above comments by the evaluator.*



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA June 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Portfolio Reminder Talent Show	2 Joy's Birthday Leila's Birthday	3 Last day specials 6:30p 8th Graduation	4 8a-9:30a School Tour	5 – Min Day: Last Day of School!  End Trimester 3	6
7	8 Class Averages Worksheet Due	9	10	11	12	13
14	15	16	17	18	19	20
21 Father's Day	22 TCOE: Google Toolkit (Amy, Claudia) CDSC Leadership Institute (Ruth)	23 Jennifer D's Birthday TCOE: Google Toolkit (Amy, Claudia) CDSC Leadership Institute (Ruth)	24 TCOE: Google Toolkit (Amy, Claudia) CDSC Leadership Institute (Ruth)	25 SVA Board Meeting TCOE: Google Toolkit (Amy, Claudia) CDSC Leadership Institute (Ruth)	26 CDSC Leadership Institute (Ruth)	27
28	29	30 Fitnessgram Report Due				

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA July 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 Independence Day
5	6	7	8	9	10	11
12	13 ■ Andrew's Birthday TCOE: Minecraft in Education (Amy)	14 TCOE: Minecraft in Education (Amy)	15 TCOE: IGSS Training (Mike, Jennifer, Amy)	16 SVA Board Meeting	17	18
19	20	21	22 CAG Summer Institute (Ruth, Allan, Teachers)	23 CAG Summer Institute (Ruth, Allan, Teachers)	24 CAG Summer Institute (Ruth, Allan, Teachers)	25
26 Parents' Day	27 ■ Sandra's Birthday	28	29	30	31	

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA August 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Staff Development 8:30a-3p NWEA Training (with a lunch break)	4 Staff Development TCOE: PBL Classroom (Gloria, Jenna, Ryan, Andrew)	5 Staff Development TCOE: PBL Classroom (Gloria, Jenna, Ryan, Andrew)	6 Staff Development TCOE: PBL Classroom (Gloria, Jenna, Ryan, Andrew) 6p New Parent Orientation	7 Staff Development 8a-12p All Staff Meeting 12p-2:30p DE Meeting 1p-4p Teacher Meeting	8
9	10 Staff Development > 8a-12p Gifted Ed Refresher (cafeteria) > 8a-12p Aide Training (Rm 4) 1p Strategic Planning-Staff Meeting 4p-8p Town Hall	11 Staff Development ■ Erica's Birth day Room Prep 8a-12p DE Training 9a Strategic Planning-Committee Meeting 1p Benefits presentation (full time only)	12 [2p Early Release] 1st Day!	13 Specialists begin	14	15
16	17 F&P Assess Begin Monthly Moral Dilemma in HW 6p PTO Meeting	18	19 [2p Early Release] 2:30p ERS Training (Teachers)	20 SVA Board Meeting	21 Insurance Plan Election Forms – Due > Pages of handbook signed – Due > Emergency Lesson plans & Weekly Schedules due	22
23	24	25	26 [2p Early Release] Drill(s): -8:30a Fire -1:30p DropCoverHold Safety Training 2p Aides Meeting	27 ■ Paulette's Birthday ■ Susanna's Birthday	28 F&P Assess End Everyday Explorer Objectives 1-3 deadline	29 Pa. 5p Strategic Planning-Committee Meeting
30	31 PTO Fall Fundraiser Launch (Mixed Bag Designs) → → →					

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA September 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 CELDI Open MAP Open (as needed) → → →	2 [2p Early Release] REGROUP Word Work + Vocabulary Training (Ramona + K-2) 5 <sup>th</sup> SCICON Daytip → → →	3 8a-9:30a School Tour 4p Back-to-School Night → → →	4 Hemline's Birthday → → →	5
6	7-No School Holiday Labor Day	8 6 <sup>th</sup> SCICON Monthly Moral Dilemma in HW → → →	9 [2p Early Release] 6 <sup>th</sup> SCICON Word Work + Vocabulary Training (Ramona + 3-4) → → →	10 6 <sup>th</sup> SCICON TCOE 5-Point Scale (Alejandra) → → →	11 6 <sup>th</sup> SCICON MAP Closed Everyday Explorers Objectives 4-6 deadline Professional goals due → → →	12
13	14 What's My Place? What's My Value? (AY/GC/JD/RH) PTO Fall Fundraiser END (Mixed Bag Designs) 4p PTO Meeting	15	16 [2p Early Release] Word Work + Vocabulary Training (Ramona + 5-8) 7:30a Parents & Pastries 8a Fall Volunteer Rally & PTO Update 8:15a Room Parent Orientation	17 4:30p Unwrapping the Gift (Tulare County Library) SVA Board Meeting	18	19
20	21 What's My Place? What's My Value? (AY/GC/JD/RH) Student Council Campaign Week → → →	22	23 [2p Early Release] Alejandra's Birthday Number Talks (Erika, Ryan, Jennifer) → → →	24 Student Council Election Assembly	25 Award Assembly: Preparation & Academic Humility Everyday Explorers Objectives 7-9 deadline	26
27	28	29 10:20a KOB Puppet Show (3-4 <sup>th</sup> grade s)	30 [2p Early Release] Drill(s) -8:30a Fire Safety Training 2p Aides Meeting 3p Staff Meeting (Rm. 8)			

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA October 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4 Desinda's Birthday CA Science Education Conference (Mike/Amy)	5 – No School Staff Development	6 Ryan's Birthday Monthly Moral Dilemma in HW 8:15a Young People's Concert (1 <sup>st</sup> -4 <sup>th</sup> grades)	7 [2p Early Release] REG-ROUP	8 Jessica's Birthday	9 Everyday Explorers Objectives 10-12 deadline	10
11	12 Columbus Day What's My Place? What's My Value? (WR/JR/NB/TW) 6p PTO Meeting	13	14 [2p Early Release] Teachers have set ILP goals	15 Wende's Birthday SVA Board Meeting	16 8:15a Author's Fair (1 <sup>st</sup> /2 <sup>nd</sup> grades) 8:15a Constitutional Convention (3 <sup>rd</sup> /4 <sup>th</sup> )	17
18	19 What's My Place? What's My Value? (WR/JR/NB/TW)	20 LC Reading Workshop (C/J/EC/JD/NB/SP/RD)	21 [2p Early Release] Be The Change Fieldtrip (Step Up Challenge)	22 Multip. & Div. w/Base 10 Blocks (Naomi) 6:30p Unwrapping the Gift @ Tulare Co Library	23 Tricky Tray Fundraiser 5:30p PTO Fall Festival w/Tricky Tray raffle	24
25 Don's Birthday	26 F&P Assess Begin	27 Present @ VUSD Board	28 [2p Early Release] Writing Workshop Units of Study (G/C/AY/AS/DB) Drill(s): -8:30a Fire -1:30p Lock Down Safety Training 2p Aides Meeting 3p Staff Meeting (Rm. 17)	29 8:15a Vassler Farms Pumpkin Patch (K's) •Writing Workshop Units of Study (G/C/AY/AS/DB) •Fresno COE Charter School Finance (Ruth) •Multiplication w/Base 10 Blocks (Naomi)	30 Award Assembly: Perseverance F&P Assess End CELDT Closed 6p Drama performance	31 Halloween

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA November 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Monthly Moral Dilemma in HW MAP Open	3 Picture Day Google Maps & Earth in Education (Mike)	4 [2p Early Release] Picture Day (Makeups) REGROUP	5 8a-9:30a School Tour 6p Choir Performance	6 MAP Closed	7
8	9 Elizabeth's Birthday 6p PTO Meeting	10 End 1 <sup>st</sup> Trimester	11 – No School Holiday Veteran's Day Lori's Birthday	12 – No School Conferences DE Conference Care	13 – No School Conferences DE Conference Care 9a-10:30a IMPACT Orientation (Ruth)	14
15	16 Portfolio Reminder CSDC Fall Leadership Update (Ruth) Adobe (Claudia)	17 CSDC Fall Leadership Update (Ruth) Adobe (Claudia)	18 [2p Early Release] 99 Accelerator (Ruth) 8:15a-10a Assembly: "Jabali Afrika" Drill's! -11a Fire Safety Training 2p Aides Meeting 3p Staff Meeting (Rm. 19)	19 SVA Board Meeting	20 Award Assembly: Goal-Setting Pajama Day! ACTFL World Language Expo (Lella & Maria)	21 ACTFL World Language Expo (Lella & Maria)
22 ACTFL World Language Expo (Lella & Maria)	23-No School Fall Break	24-No School Fall Break	25-No School Fall Break	26-No School Fall Break Thanksgiving Day	27-No School Fall Break Black Friday Thia's Birthday	28
29	30 Andrea's Birthday Cyber Monday					

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA December 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Monthly Moral Dilemma in HW Gifted ID Process Begins	2 [2p Early Release] <b>REGROUP</b> Mail EOY Campaign Reenrollment forms go home with students Close Reading (Dan)	3 8a-9:30a School Tour Ocean Institute (5 <sup>th</sup> /6 <sup>th</sup> ) Class Averages Worksheet Due	4 Ocean Institute (5 <sup>th</sup> /6 <sup>th</sup> )	5 Mario's Birthday
6 Shea's Birthday	7	8	9 [2p Early Release] Cal/CSHA Compliance Comprehensive Update (Allan)	10 3:35p Hour of Code	11 7 <sup>th</sup> /8 <sup>th</sup> Winter Dance	12
13	14 Randy's Birthday Admissions Window Open 2016-17 -Writing Workshop (GC/TW/AS/OB) -CA Special Ed Law Seminar (Allan) 6p PTO Meeting	15	16 [2p Early Release] Ditt(s) -8:30a Fire Safety Training 2p Aides Meeting 3p Staff Meeting (Rm. 12) 8:30a SVA Spelling Bee 6p Band's Winter Performance	17 Awards Assembly Pondering Ideas Digital Storytelling & Presentation Tools (Mike) SVA Board Meeting	18 – Min Day: Optional Conferences 8:30a-11a Classroom Winter Performances	19 Vivian's Birthday
20	21-No School Winter Break	22-No School Winter Break Monica's Birthday	23-No School Winter Break	24-No School Winter Break Christmas Eve	25-No School Winter Break Christmas Day	26
27 Johnny's Birthday	28-No School Winter Break	29-No School Winter Break	30-No School Winter Break	31-No School Winter Break New Year's Eve		

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA January 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1-No School Winter Break New Year's Day	2
3	4-No School Winter Break (except Admin staff) Fernanda's Birthday	5-No School Winter Break (except Admin staff)	6-No School Winter Break (except Admin staff)	7-No School Winter Break (except Admin staff) Jennifer B's Birthday	8-No School Winter Break (except Admin staff)	9 Gloria's Birthday 9a-1p 6th & 7th Leaders Academy (Ruth) New Year's Party @ Ruth's
10	11 Monthly Moral Dilemma in HW 6p PTO Meeting	12 6p-7p Info Meeting	13 [2p Early Release] Shauna's Birthday REGROUP	14 8a-9:30a School Tour 3:30p Fiber Arts Club	15	16 Karina's Birthday
17	18-No School Holiday Martin Luther King Day	19 3:30p Code Club	20 [2p Early Release] Drill's -8:30a Drop Cover Field	21	22	23
24	25-No School Staff Development 6p-7p Sutter's Fall Info Meeting (Round Table) 6p-7p Info Meeting	26 Ramona's Birthday Gardens for Education Launch → → → 3:30p Code Club 3:30p Chess Club	27 [2p Early Release] Cecilia's Birthday 99 Accelerator (Rm. 7) 2p Staff Meeting (Rm. 10) → → →	28 Kirsti's Birthday 1p-3p High Tech High (Visitors) 3:30p Fiber Arts Club 6:30p Unwrapping the Gift @ Tulare Co Library SVA Board Meeting → → →	29 Awards Assembly: Intellectual Risk-Taking Robert Kaplinsky Math Seminar (Andrew) → → →	30 9a-1p Substitute Teacher Job Fair-Headman (Ruth)

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA February 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b> Monthly Moral Dilemma in HW Fitnessgram Open → → →	<b>2</b> Groundhog Day 3:30p Code Club 3:30p Chess Club → → →	<b>3</b> [2p Early Release] Ruth's Birthday REGROUP → → →	<b>4</b> 8a-9:30a School Tour 3:45p Poetry & Prose Auditions 4p-7p TCOE: Number Talks (Naomi) → → →	<b>5</b> → → →	<b>6</b>
<b>7</b>	<b>8</b> Pennies for Patients (start) → → → 9a-4p Freebel for Today 4p PTO Meeting → → →	<b>9</b> 3:30p Code Club 3:30p Chess Club → → → → → →	<b>10</b> [2p Early Release] → → → → → →	<b>11</b> Janina's Birthday F&P Open Gifted Screening Due 8a-9:30a School Tour TCOE: Academic Conversations (Naomi) 2p-3:30p VUSD: H.S. readiness (7 <sup>th</sup> /8 <sup>th</sup> only) 3:30p Fiber Arts Club → → → → → →	<b>12</b> Dress-up Day (Twin Day) Gardens for Education End (\$ due) → → →	<b>13</b>
<b>14</b> Mackenzie's Birthday Valentine's Day	<b>15-No School</b> Holiday President's Day	<b>16</b> 3:30p Code Club 3:30p Chess Club 6p-7p Info Meeting → → →	<b>17</b> [2p Early Release] Reading Like a Historian (Dan/Andrew) Admissions Window Closes SVA Lottery → → →	<b>18</b> 4p-7p TCOE: Number Talks (Naomi) SVA Board Meeting → → →	<b>19</b> F&P Closed → → →	<b>20</b>
<b>21</b>	<b>22</b> MAP Open → → →	<b>23</b> 3:30p Code Club 3:30p Chess Club → → →	<b>24</b> [2p Early Release] County Spelling Bee Drill's! 8:30a Fire Safety Training 2p Aides Meeting 3p Staff Meeting (Rm. 3) → → →	<b>25</b> HR Boot Camp (Shouna) 3:30p Fiber Arts Club 6:30p Unwrapping the Gift @Tulare Co Library → → →	<b>26</b> Pennies for Patients (end) MAP Closed Award Assembly: Excellence → → →	<b>27</b> CAG Conference 2016 (RD/DB/JR/GC/AS/EH)
<b>28</b> CAG Conference 2016 (RD/DB/JR/GC/AS/EH)	<b>29</b> Leap Year Monthly Moral Dilemma in HW					

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA March 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 3:30p Code Club 3:30p Chess Club	2 [2p Early Release] Dr. Seuss' Birthday <b>REGROUP</b>	3 8a-9:30a School Tour	4 8:30a-10a 1 <sup>st</sup> /2 <sup>nd</sup> grade Culminating Event  4p-8p Teacher Fair (Visalia Convention Ctr)	5 Lina's Birthday
6 <b>Report Cards Due</b>	7 <b>Portfolio Reminder!</b>  Jeg-A-Thon Business Sponsorship form sent 6p 3 <sup>rd</sup> /4 <sup>th</sup> grade (Chan) GameQore	8 3:30p Code Club 3:30p Chess Club  6p 3 <sup>rd</sup> /4 <sup>th</sup> grade (Rasner) GameQore	9 [2p Early Release] <b>End 2<sup>nd</sup> Trimester</b>  6p 3 <sup>rd</sup> /4 <sup>th</sup> grade (Hum) GameQore	10- No School Conferences Aides Training	11- No School Conferences Specialists Training	12
13 10a-12p Roller Towne Family Fun Event (\$4)	14 8:20a-10a Assembly: Irish Dancing (K-8 <sup>th</sup> )  6p PTO Meeting	15 CCSA Conference 2016 (Ruth/Jennifer/Claudia)  9a-1p Poetry & Prose (SVA @10:15a) 3:30p Code Club 3:30p Chess Club	16 [2p Early Release] CCSA Conference 2016 (Ruth/Jennifer/Claudia)  Class Averages Worksheet Due	17 St. Patrick's Day CCSA Conference 2016 (Ruth/Jennifer/Claudia)  3:30p Fiber Arts Club SVA Board Meeting	18 Mike's Birthday Enrollment Paperwork Due Mulán & Field trip (1 <sup>st</sup> -4 <sup>th</sup> , 7 <sup>th</sup> & Drama) CLTA Workshop (Maria)	19
20 Cristina's Birthday	21- No School Spring Break	22- No School Spring Break	23- No School Spring Break  Nadmi's Birthday	24- No School Spring Break	25- No School Spring Break Good Friday	26
27 Easter Sunday	28- No School Spring Break	29 1 <sup>st</sup> /2 <sup>nd</sup> Tide pools fieldtrip 3:30p Code Club 3:30p Chess Club	30 [2p Early Release] Drill(s): -8:30a Fire -1:30p Lock Down Safety Training  2p Aides Meeting 3p Staff Meeting (8m. 10) Gardens for Education (pick-up)	31 Award Assembly: Saving Ideas  Women Chapter (visitor)  3:30p Fiber Arts Club 4:30p Unwrapping the Gift @Tulare Co Library		

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA April 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Amy's Birthday Excellence of Bustle Warren Charter (visitor)	2
3	4 SBAC Window Open	5 Monthly Moral Dilemma in HW 3:30p Code Club 3:30p Chess Club	6 [2p Early Release] REGROUP 4:30p-6:30p Young Authors' Fair reception	7 8a-9:30a School Tour	8 Jennifer H's Birthday Excellence of Bustle	9
10	11 TCOE: Guided Reading (AY/GC) Jag-A-Thon Fundraiser Launch (pledge forms go home with students) → → → 4p PTO Meeting	12 TCOE: Guided Reading (AY/GC) 3:30p Code Club 3:30p Chess Club → → →	13 [2p Early Release]	14 NCTM Conference (JD/AS/CJ) 3:30p Fiber Arts Club → → →	15 NCTM Conference (JD/AS/CJ) → → →	16 NCTM Conference (JD/AS/CJ)
17 SCION BBQ & Wildflower Festival	18- No School Staff Development SBAC Begins Pink & Blue cards go out to teachers → → →	19 3:30p Code Club 3:30p Chess Club → → →	20 [2p Early Release] 9a-12p Central Valley Gang's "What You Should Know" (Allan) 3p Staff Meeting (Rm. 11) → → →	21 SVA Board Meeting → → →	22 Jag-A-Thon Fundraiser Event Day (\$ due)	23
24	25 10:30a-12p Bowling w/Benton (prize winner) Jag-A-Thon Awards Week → → →	26 3:30p Code Club 3:30p Chess Club → → →	27 [2p Early Release] Dentim & Admin Prof. Day Drill: -8:30a Fire Safety Training 2p Aides Meeting 3:30p BTSA Exit Interviews (AY/NB/CJ/JD/RD only) → → →	28 Drill: -8:30a Drop/Cover/Hold 3:30p Fiber Arts Club 6:30p Unwrapping the Gift @Nuture Co Library → → →	29 Award Assembly: Multiple Perspectives & Using Varied Resources → → →	30

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA May 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 CAASPP/MAP begin Monthly Moral Dilemma in HW	3 Advocacy Day (Soc) 3-4 <sup>th</sup> Fieldtrip (Sutter's Fort) A Night at the 21 <sup>st</sup> Century Museum 3:30p Code Club 3:30p Chess Club	4 [2p Early Release] REG-ROUP 3 <sup>rd</sup> /4 <sup>th</sup> Fieldtrip (Sutter's Fort) Reading Revolution (7 <sup>th</sup> & 8 <sup>th</sup> grades)	5 8a-9:30a School Tour	6 7 <sup>th</sup> /8 <sup>th</sup> Senior Day (SEL) Mooney's Grove Park	7
8 Mother's Day	9 Staff Appreciation F&P Assess Begin 4p PTO Meeting	10 Staff Appreciation TCOE: Close Reading (Naomi) 3:30p Code Club 3:30p Chess Club	11 [2p Early Release] Staff Appreciation Pink & Blue cards DUE Reading Revolution (4 <sup>th</sup> , 5 <sup>th</sup> , & 6 <sup>th</sup> grades) 4p Parent Pre-view Night	12 Staff Appreciation 3:30p Fiber Arts Club	13 Staff Appreciation	14 Code Club Fieldtrip (Info! Museum, Santa Clara) PTO Spring Fundraiser (Adult only event)
15	16 9a Fire Inspection -7 <sup>th</sup> /8 <sup>th</sup> Comprehensive Sexual Health CVNIC training (Ruth) TCOE: Responsive Teaching (Sandra)	17 <sup>a</sup> Steve's Birthday -5 <sup>th</sup> /6 <sup>th</sup> Development & Healthy Relationships -7 <sup>th</sup> /8 <sup>th</sup> Comprehensive Sexual Health CVNIC training (Ruth) 3:30p Code Club 3:30p Chess Club 4p Spring Show: Bands	18 [2p Early Release] -5 <sup>th</sup> /6 <sup>th</sup> Development & Healthy Relationships CVNIC training (Ruth) 3p Staff Meeting (Rm. 13)	19 -5 <sup>th</sup> /6 <sup>th</sup> Development & Healthy Relationships -7 <sup>th</sup> /8 <sup>th</sup> Comprehensive Sexual Health SVA Board Meeting	20 F&P Assess End -5 <sup>th</sup> /6 <sup>th</sup> Development & Healthy Relationships -7 <sup>th</sup> /8 <sup>th</sup> Comprehensive Sexual Health-Fertile/ive 11a-1p Volunteer Appreciation Luncheon 7p-10p 7 <sup>th</sup> /8 <sup>th</sup> Dance	21
22	23 Report Cards Due CVNIC Launch Meeting (RD/JD/EC/TW)	24 Found Art Contest- Entries DUE/ on display 3:30p Code Club 3:30p Chess Club 4p Spring Show: Drama	25 [2p Early Release] Found Art Contest-on display 9:30a Smart Sports Trip Drill(s): 8:30a Fire Safety Training 2p Aides Meeting 4p-8p SVA Open House	26 Found Art Contest-on display/Winners picked 3:30p Fiber Arts Club 4:30p Gold Ribbon Ceremony (RD/JD/ES) 6:30p Unwrapping the Gift @Julare Co Library	27 CAASPP/MAP end 7 <sup>th</sup> /8 <sup>th</sup> Fieldtrip: Museum of Tolerance (LA) Dress-up Day (Color or Character Traits Day) Award Assembly: Curiosity	28
29	30-No School Holiday Memorial Day	31 Portfolio Reminder Talent Show: K-4 <sup>th</sup> 8:30a; 5 <sup>th</sup> -8 <sup>th</sup> 9:30a 3:30p Code Club 3:30p Chess Club				

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (selected staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA June 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 [2p Early Release] CYNIC training (JD)	2 Jay's Birthday LeBo's Birthday Last day Specialists CYNIC training (JD)	3 Minimum Day Last Day of School! SBAC Ends End 3 <sup>rd</sup> Trimester	4
5	6 No School Teacher Work Day Monat Intern Class (KL) O.S.S. orders due Class Averages Worksheet Due	7 Monat Intern Class (KL)  Summer Break (Teachers/Aides) → → →	8 6:30p 8 <sup>th</sup> Graduation Monat Intern Class (KL)	9 Monat Intern Class (KL)	10 Working with Students with Autism (AY/GC/SP/VA/TW)	11
12	13 TCCE: PBL Classroom Implementation (KL/CG/JB)	14 TCCE: PBL Classroom Implementation (KL/CG/JB)	15 TCCE: PBL Classroom Implementation (KL/CG/JB)	16	17	18
19 Father's Day	20	21 11:30a-3:30p CCSSA Growth Summit (Ruth)	22 CAG Teacher Institute- Roseville (KL/CG/JB/GC/RI/AY)	23 Jennifer D's Birthday CAG Teacher Institute- Roseville (KL/CG/JB/GC/RI/AY)	24 CAG Teacher Institute- Roseville (KL/CG/JB/GC/RI/AY)	25
26	27	28 Fitnessgram Reporting Due	29 TCCE: What's My Place? What's My Value? (EC/CG/JB)	30		

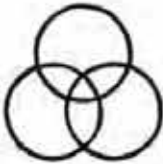
All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16



# APPENDIX V – SAMPLE ANNUAL CALENDAR

SVA July 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Holiday Independence Day	5	6	7	8	9
10	11	12	13 Andrew's Birthday	14	15	16
17	18 TCOE: Exploring Fractions Through Numbers Talks (CG/JB)	19	20 CAG Teacher Institute- Santa Barbara (A/B/DP)	21 CAG Teacher Institute- Santa Barbara (A/B/DP)	22 CAG Teacher Institute- Santa Barbara (A/B/DP)	23
24 ♥ Parents' Day	25	26 CVNIC (RD/JD/EC/TW)	27 Sandra's Birthday CVNIC (RD/JD/EC/TW)	28	29	30 31

All Staff/SVA/Board/FYI • Teaching Staff/Aides • Admin Staff • DE Staff • School Event • Training (Selected Staff) • PTO Activities • Birthdays/Notable Days  
SVA Master Calendar 2015-16

Whole School Report Card – Spring 2015-16	
<div><p>context</p></div>	<ul style="list-style-type: none"><li>Enrollment growth considerations/determining SVA's value added/ impact over time % of Students New to SVA (first year):<ul style="list-style-type: none"><li>-1<sup>st</sup>- 28%</li><li>-2<sup>nd</sup>- 12%</li><li>-3<sup>rd</sup>- 16%</li><li>-4<sup>th</sup>- 32%</li><li>-5<sup>th</sup>- 28%</li><li>-6<sup>th</sup>- 33%</li><li>-7<sup>th</sup>- 19%</li><li>-8<sup>th</sup>- 14%</li></ul></li><li>The NWEA MAP norms were changed between 2014 and 2015. The 2015 norms are a point or two higher across the board</li></ul>



## APPENDIX W – WHOLE SCHOOL REPORT CARD

### SVA 2015-16 Trimester 3 Whole School Report Card

NWEA Measures of Academic Progress "MAP" computer-adaptive, CCSS-aligned, nationally-normed interim assessments					
Grade	MAP Assessment- ELA	Our Score	Norm/ Target Score	+/- Target	Our Score Last year-Spring
K	Poggione/Rook	156.7	158.1	-1.4	159.4
1	Johnson/Padilla/Cazarez/Yado	177.2	177.5	-.3	177.3
2	Johnson/Padilla/Cazarez/Yado	188.1	189.7	-1.6	191.3
Whole School +/- Average				-1.1	+1.2
Grade	MAP Assessment- Mathematics	Our Score	Norm/ Target Score	+/- Target	+/- Last year-Spring
K	Poggione/Rook	158.6	159.1	-.5	161.9
1	Johnson/Padilla/Cazarez/Yado	179.9	180.8	-.9	178.5
2	Johnson/Padilla/Cazarez/Yado	187.4	192.1	-4.7	192.2
Whole School +/- Average				-2.2	+.8

% Met or Exceeded on CAASPP in 2016 scores		
Grade	ELA	Math
3	55	71
4	43	28
5	59	38
6	36	15
7	75	57
8	70	30
Overall Average	56	40

% Met or Exceeded on CAASPP in 2015 scores		
Grade	ELA	Math
3	33	38
4	64	54
5	37	23
6	81	54
7	35	20
8	56	9
Overall Average	51	33

School-wide Average Growth Per Grade Level	+5	+7
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## APPENDIX W – WHOLE SCHOOL REPORT CARD

Fountas & Pinnell Guided Reading Level Assessments one-on-one, developmentally-normed reading decoding + comprehension test			
Grade	Average Guided Reading Level	Guided Reading Level Norm/Goal for End of Year	+/-/- Target
K	4.5=D/E	D	=
1	11=K	J/K	=
2	16=P	M/N	+2
3	19=S	P	+3
4	20=T	S	+1
5	23=W	V	+1
6	23=W	Y	-2
K-6 Average Distance From Norm Score			+1
The test generates an A-Z reading level for students, however progress is not paced with even distribution across the K-8 grade span. (i.e. As indicated above, students should reach an 'S' by end of 4 <sup>th</sup> grade.) Therefore, the "+/-/- Target" column is here to show our progress against targets generally, but the distance from the target does not translate to distance by grade level.			

SVA Report Card Data For Science/History/Art-Music/Spanish/PE/CORE 4					
Grade	Engagement Average	Grade	Achievement Average	Grade	CORE 4 Average
K	6.9/10=69%	K	7/10=70%	K	5.6/8=70%
1	6.7/12=56%	1	7/12=58%	1	6/8=75%
2	7.1/12=59%	2	7.6/12=63%	2	5.9/8=74%
3	7.7/12=64%	3	7.6/12=63%	3	6.4/8=80%
4	7.9/12=66%	4	7.7/12=64%	4	6.4/8=80%
5	8.9/14=64%	5	10.4/14=74%	5	6.3/8=79%
6	7.6/14=54%	6	7.7/14=55%	6	5.1/8=64%
7	10.4/14=74%	7	10.2/14=73%	7	7.4/8=93%
8	8.7/14=62%	8	8.2/14=59%	8	7.4/8=93%
Whole School Average	<b>62.2%= Satisfactory</b>	Whole School Average	<b>61.9%= Satisfactory</b>	Whole School Average	<b>76.5%= Excellent</b>
			SVA earned about an <u>S</u> grade overall for Engagement and Achievement.		


SVA Report Card Data For Science/History/Art-Music/Spanish/PE	
Point/Scale Key	
E = Excellent	67-100%
S = Satisfactory	34-66%
N = Needs Improvement	0-33%

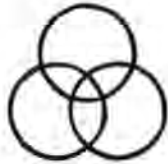
## APPENDIX W – WHOLE SCHOOL REPORT CARD

SVA Portfolio Data	
Grade	Average Portfolio Score
K	9.4/10=94%
1	8.6/10=86%
2	9/10=90%
3	8.1/10=81%
4	8.1/10=81%
5	8/10=80%
6	8.1/10=81%
7	7.7/10=77%
8	7.7/10=77%
Whole School	8.4/10= 84%
School Goal	Score of 8 or higher by Trimester 3 annually

Kindergarten Supplemental Report Card Progress Towards 1 <sup>st</sup> grade Promotion Readiness					
	Trimester 1	Trimester 2	Trimester 3	End of Year Target	% towards target
Kinder-ELA	118.3	194.2	295.8	384	77%
Kinder-Math	76.7	273.3	451	495	91%
Kinder "End of Year Target" score represents the points possible if a student gets absolutely every single "point" for the year. As such, 100% is not the goal here, but we want to see at least 75% of the total achieved by the end of the year. K Teachers indicate a need to revise their metrics for next year and beyond.					



Whole School Report Card – Spring 2015-16	
 <p>trends</p>	<ul style="list-style-type: none"> <li>• We continue to see the lowest average scores in the same grade levels where we have the highest numbers of students who are in their first year at SVA.</li> <li>• We are glad to see CAASPP scores are up, in both English and Math, especially in a year with student enrollment growth of 15% over the prior year (350 enrolled in 2015-16 over 300 in 2014-15), and all of this growth within in testing grades (3+).</li> <li>• We can see that SVA tends to be ahead of grade level norms in reading, but we struggle more in math, across the board.</li> </ul>
<p><b>Goal-Setting</b></p>	<ul style="list-style-type: none"> <li>• Mathematics is our Content Area Focus for Professional Development next year (16-17) and we look forward to our investments in this content area paying off. Already in 15-16 we sent teachers to TCOE trainings in teaching Common Core math, and we've established a Math Leadership Team to develop SVA's constructivist methods for math instruction. In addition, our participation in the Gates Foundation-funded Central Valley Networked Improvement Community ("CVNIC") promises to generate best practices as we study the problem of practice of 5<sup>th</sup> grade underachievement in mathematics with several districts county-wide.</li> <li>• We need to do some work on both portfolio and CORE 4 scoring to obtain more consistent results. We may need to create a rubric for CORE 4 scoring similar to the portfolio rubric, and then need to collaborate and calibrate amongst staff on both of these rubrics.</li> <li>• We plan to collaborate to improve our internal data analysis, so all subpopulations within our school, whether numerically significant or not, (FRL, English Learners, Foster Youth, Redesignated Fluent English Proficient, Gifted, Special Education, Section 504, Gender &amp; Ethnic groups, Intervention/students on an SST) can be viewed categorically, and any relevant trends applying to subpopulations can be reported within an improved, future version of the Whole School Report Card.</li> <li>• We further plan to develop a way to use data to screen for identification of students who may need additional supports (to reduce reliance on a referral-based process, which requires advocacy).</li> </ul>

Whole School Report Card – Winter- 2015-16	
<div><p>context</p></div>	<ul style="list-style-type: none"><li>Enrollment growth considerations— trying to determine SVA's value added/ impact over time: % of Students New to SVA (first year):<ul style="list-style-type: none"><li>1<sup>st</sup>- 28%</li><li>2<sup>nd</sup>- 12%</li><li>3<sup>rd</sup>- 16%</li><li>4<sup>th</sup>- 32%</li><li>5<sup>th</sup>- 28%</li><li>6<sup>th</sup>- 33%</li><li>7<sup>th</sup>- 19%</li><li>8<sup>th</sup>- 14%</li></ul></li><li>It looks like CORE 4 grading needs to be calibrated more between teachers, although scores to roughly match where we are seeing more behavior struggles when you view the disaggregated (teacher-level) version of this report.</li><li>The grade levels where students have been with us the longest show the highest achievement overall and also highest rate of growth. This suggests that our premise that our practices empower independence in our learners is proving true, and that there may be a cumulative effect of further practice with our instructional/thinking tools for learners.</li><li>This test administration was the last with limited bandwidth as tech improvements are now complete.</li><li>We had a larger than average number of retakes/ make up testing for MAP during this administration.</li><li>We can see the impact of instructional coach and intervention teachers in disaggregated scores.</li></ul>



# APPENDIX W – WHOLE SCHOOL REPORT CARD

## SVA 2015-16 Trimester 2 Whole School Report Card

NWEA Measures of Academic Progress "MAP" computer-adaptive, CCSS-aligned, nationally-normed interim assessments					
Grade	MAP Assessment- ELA	Our Score	Norm/ Target Score	+/- / - Target	Comparison to this point last year
K	Poggione	N/A			
K	Rook	N/A			
1	Johnson/Padilla/Cazarez/Yado	170.3	171.5	-1.2	-0.4
2	Johnson/Padilla/Cazarez/Yado	186.3	184.9	+1.4	-0.4
3	Hum/Chan/Rasner	195.7	196.8	-0.6	-0.3
4	Hum/Chan/Rasner	202.3	204.4	-2.1	-6.7
5	Bellamy/Weeaks/Sommer	210.1	209.7	+0.4	+4.6
6	Bellamy/Weeaks/Sommer	209.7	213.9	-4.2	-11.8
7	Bigler	225	216.5	+8.5	+15.8
8	Bigler	223.1	218.1	+5	-0.9
Whole School +/- Average				-0.2	-0.01
Grade	MAP Assessment- Mathematics	Our Score	Norm/ Target Score	+/- / - Target	Comparison to this point last year
K	Poggione/Rook	N/A			
1	Johnson/Padilla/Cazarez/Yado	170.9	173.8	-2.9	-0.2
2	Johnson/Padilla/Cazarez/Yado	182.7	186.4	-3.7	-3.8
3	Hum/Chan/Rasner	201.4	198.2	+3.2	+4.3
4	Hum/Chan/Rasner	204.9	208.7	-3.8	-1.3
5	Bellamy/Weeaks/Sommer	216	217.2	-1.2	+5.2
6	Bellamy/Weeaks/Sommer	210.9	222.1	-11.2	-15
7	Denton	232.1	226.1	+6	+18.5
8	Denton	230.4	229.1	+1.3	-0.9
Whole School +/- Average				-2.55	+0.85
Grade	MAP Assessment- Reading	Our Score	Norm/ Target Score	+/- / - Target	Comparison to this point last year
3	Hum/Chan/Rasner	194.9	195.6	-0.7	No score
4	Hum/Chan/Rasner	203.3	203.6	-0.3	No score
5	Bellamy/Weeaks/Sommer	209.6	209.8	-0.2	+2.6
6	Bellamy/Weeaks/Sommer	210.5	214.2	-4.7	-9.7
7	Bigler/Denton	226.6	216.9	+9.7	+18.2
8	Bigler/Denton	225.5	219.1	+6.4	-1.5
Grades 3-8 +/- Average				+1.4	+2.4

## APPENDIX W – WHOLE SCHOOL REPORT CARD

Fountas & Pinnell Guided Reading Level Assessments one-on-one, developmentally-normed reading decoding + comprehension test			
Grade	Average Guided Reading Level	Guided Reading Level Norm/Goal for Beginning of Year	+/-/- Target
K	3.5=C/D	B/C	+0.5
1	10=J	H/I	+1
2	15.3=O	L	+3
3	18=R	O	+3
4	20=T	R	+2
5	22.3=V	U	+1
6	23=W	X	-1
K-6 Average Distance From Norm Score			<b>+1.4</b>
The test generates an A-Z reading level for students, however progress is not paced with even distribution across the K-8 grade span. (i.e. As indicated above, students should reach an 'S' by end of 4 <sup>th</sup> grade.) Therefore, the "+/-/- Target" column is here to show our progress against targets generally, but the distance from the target does not translate to distance by grade level.			

SVA Report Card Data For Science/History/Art-Music/Spanish/PE/CORE 4					
Grade	Engagement Average	Grade	Achievement Average	Grade	CORE 4 Average
K	6.4/10= 64%	K	6.4/10=64%	K	4.9/8=61%
1	6.5/12= 54%	1	7.3/12= 61%	1	5.6/8=70%
2	7.2/12= 60%	2	8.2/12= 68%	2	5.5/8=69%
3	6.8/12= 57%	3	6.8/12= 57%	3	5.9/8=74%
4	7.2/12= 60%	4	7.1/12= 59%	4	5.8/8=73%
5	8.9/14= 64%	5	8/14= 57%	5	5.7/8=71%
6	7.8/14= 56%	6	7.6/14= 54%	6	5.3/8=66%
7	11.3/14= 81%	7	9.1/14= 65%	7	7.7/8=96%
8	9.2/14= 66%	8	8.4/14= 60%	8	7.3/8=92%
Whole School Average	<b>60%= Satisfactory</b>	Whole School Average	<b>60%= Satisfactory</b>	Whole School Average	<b>72%= Excellent</b>
			SVA earned about an <u>S</u> grade overall for Engagement and Achievement.		


SVA Report Card Data For Science/History/Art-Music/Spanish/PE	
Point/Scale Key	
E = Excellent	67-100%
S = Satisfactory	34-66%
N = Needs Improvement	0-33%

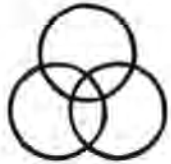
## APPENDIX W – WHOLE SCHOOL REPORT CARD

SVA Portfolio Data	
Grade	Average Portfolio Score
K	No Portfolio Tri 2
1	8.4/10
2	9.1/10
3	7.7/10
4	7.6/10
5	7.1/10
6	7.1/10
7	7.5/10
8	8.1/10
Whole School	7.4/10= 74%
School Goal	Score of 8 or higher by Trimester 3 annually

Kindergarten Supplemental Report Card Progress Towards 1 <sup>st</sup> grade Promotion Readiness					
	Trimester 1	Trimester 2	Trimester 3	End of Year Target	% towards target
Kinder-ELA	118.3	194.2	--	384	51%
Kinder-Math	76.7	273.3	--	495	55%



Whole School Report Card – Winter- 2015-16	
 <p>trends</p>	<ul style="list-style-type: none"> <li>• We continue to see the lowest average scores in the same grade levels where we have the highest numbers of students who are in their first year at SVA.</li> <li>• We can see that SVA tends to be ahead of grade level norms in reading, but we struggle more in math, across the board.</li> </ul>
<p><b>Goal-Setting</b></p>	<ul style="list-style-type: none"> <li>• We think that this data would be a helpful addition to placement cards to help balance classrooms.</li> <li>• Still waiting on broadband improvements to get going! We are hopeful that this will occur sometime in the month of February and will significantly impact our ability to administer our computer based assessments.</li> <li>• We need to do some work on both portfolio and CORE 4 scoring to obtain more consistent results. We may need to create a rubric for CORE 4 scoring similar to the portfolio rubric, and then need to collaborate and calibrate amongst staff on both of these rubrics.</li> </ul>

Whole School Report Card – Fall- 2015-16	
 <p>context</p>	<ul style="list-style-type: none"> <li>• Enrollment growth considerations/ trying to determine SVA's value added/ impact over time: % of Students New to SVA (first year): -1<sup>st</sup>- 28% -2<sup>nd</sup>- 12% -3<sup>rd</sup>- 16% -4<sup>th</sup>- 32% -5<sup>th</sup>- 28% -6<sup>th</sup>- 33% -7<sup>th</sup>- 19% -8<sup>th</sup>- 14%</li> <li>• Mr. Hum's 4<sup>th</sup> graders tested the lowest in all areas and he has all the new to SVA students.</li> <li>• Mr. Sommer's 6<sup>th</sup> graders scored lowest on F&amp;P reading assessment and he has all but a couple of the new to SVA students in that grade level.</li> <li>• Portfolio scores seemed to be a broad range as well. Some seemed to have high scores (class average of 8/10) for the first trimester.</li> <li>• It looks like CORE 4 grading needs to be calibrated more between teachers. There seems to be some disparity between how teachers were scoring. Need a rubric and some calibration of grading here?</li> <li>• Engagement/Achievement scores seem more consistent (includes specialist and homeroom data) than CORE 4 (just teacher reporting).</li> </ul>



# APPENDIX W – WHOLE SCHOOL REPORT CARD

## SVA 2015-16 Trimester 1 Whole School Report Card

NWEA Measures of Academic Progress "MAP" computer-adaptive, CCSS-aligned, nationally-normed interim assessments					
Grade	MAP Assessment- ELA	Our Score	Norm/ Target Score	+/-/- Target	Comparison to this point last year
K	Poggione	N/A	--	--	--
K	Rook	N/A	--	--	--
1	Cazarez/Johnson/Padilla/Yado	Did not test	160.7	--	--
2	Cazarez/Johnson/Padilla/Yado	184.5	174.5	+10	+0.2
3	Chan/Rasner/Hum	192.6	189.4	+3.2	+0.4
4	Chan/Rasner/Hum	201.6	198.8	+2.8	-4.5
5	Weeaks/Bellamy/Sommer	211.6	205.6	+6.0	+4.0
6	Weeaks/Bellamy/Sommer	211.7	210.7	+1.0	-6.7
7	Bigler	221.5	214.0	+7.5	+12.4
8	Bigler	219.4	216.2	+3.2	-6.3
Whole School +/- Average				+4.8	-0.5
Grade	MAP Assessment- Mathematics	Our Score	Norm/ Target Score	+/-/- Target	Comparison to this point last year
K	Poggione/Rook	N/A	--	--	--
1	Cazarez/Johnson/Padilla/Yado	Did not test	162.4	--	--
2	Cazarez/Johnson/Padilla/Yado	179.2	176.9	+2.3	-3.2
3	Chan/Rasner/Hum	194.6	190.4	+4.2	+3.7
4	Chan/Rasner/Hum	201.1	201.9	-.8	-5.1
5	Weeaks/Bellamy/Sommer	213.1	211.4	+1.7	+5.5
6	Weeaks/Bellamy/Sommer	212.8	217.6	-4.8	-10.5
7	Denton	229.6	222.6	+7.0	+13.3
8	Denton	226.3	226.3	--	-2.8
Whole School +/- Average				+1.4	+0.9
Grade	MAP Assessment- Reading	Our Score	Norm/ Target Score	+/-/- Target	Comparison to this point last year
3	Hum/Chan/Rasner	187.5	188.3	-0.8	--
4	Hum/Chan/Rasner	199.1	198.2	+0.9	--
5	Bellamy/Weeaks/Sommer	212.5	205.7	+6.8	+2.4
6	Bellamy/Weeaks/Sommer	208.7	211.0	-2.3	-4.1
7	Bigler/Denton	225.3	214.4	+10.9	+19.9
8	Bigler/Denton	222.8	217.2	+5.6	-0.7
Grades 3-8 +/- Average				+5.02	+17.5

## APPENDIX W – WHOLE SCHOOL REPORT CARD


Fountas & Pinnell Guided Reading Level Assessments one-on-one, developmentally-normed reading decoding + comprehension test			
Grade	Average Guided Reading Level	Guided Reading Level Norm/Goal for Beginning of Year	+/-/- Target
K	1.8=A/B	A/B	=
1	6.6=F/G	F/G	=
2	13.5=M/N	K/L	+1
3	16.3=P	N	+2
4	19=S	Q	+2
5	20.3=T	T	=
6	21.7=U	W	-2
K-6 Average Distance From Norm Score			<b>+43</b>
The test generates an A-Z reading level for students, however progress is not paced with even distribution across the K-8 grade span. (i.e. As indicated above, students should reach an 'S' by end of 4 <sup>th</sup> grade.) Therefore, the "+/-/- Target" column is here to show our progress against targets generally, but the distance from the target does not translate to distance by grade level.			

SVA Report Card Data For Science/History/Art-Music/Spanish/PE/CORE 4					
Point/Scale Key	E = Excellent 67-100%	S = Satisfactory 34-66%		N = Needs Improvement 0-33%	
Grade	Engagement Average	Grade	Achievement Average	Grade	CORE 4 Average
K	5.2/10= 52%	K	5.3/10=53%	K	3.7/8=46%
1	5.3/10= 53%	1	5.5/10= 55%	1	5.4/8=68%
2	5.8/10= 58%	2	6.0/10= 60%	2	5/8=63%
3	6.5/12= 54%	3	6.0/12= 50%	3	4.8/8=60%
4	7.0/12= 58%	4	6.6/12= 55%	4	5.5/8=69%
5	8.7/14= 62%	5	7.7/14= 55%	5	5/8=63%
6	7.6/14= 54%	6	7.0/14= 50%	6	4.4/8=55%
7	11.1/14= 79%	7	9.1/14= 65%	7	7.3/8=91%
8	8.5/14= 61%	8	7.6/14= 54%	8	6.6/8=83%
Whole School Average	<b>59%= Satisfactory</b>	Whole School Average	<b>55.2%= Satisfactory</b>	Whole School Average	<b>5.3/8=66% Satisfactory</b>
			SVA earned about an <u>S</u> grade overall for Engagement and Achievement.		

## APPENDIX W – WHOLE SCHOOL REPORT CARD

SVA Portfolio Data	
Grade	Average Portfolio Score
K	No Portfolio Tri 1
1	7.6/10
2	8.5/10
3	7.3/10
4	7.7/10
5	6.7/10
6	6.4/10
7	7.1/10
8	6.9/10
Whole School	7.3/10= 73%
School Goal	Score of 8 or higher by Trimester 3 annually

Kindergarten Supplemental Report Card Progress Towards 1 <sup>st</sup> grade Promotion Readiness					
	Trimester 1	Trimester 2	Trimester 3	End of Year Target	% towards target
Kinder- ELA	118.3	-	--	384	31%
Kinder- Math	76.7	-	--	495	15%

Whole School Report Card – Fall- 2015-16	
<div><p>trends</p></div>	<ul style="list-style-type: none"><li>• We continue to see the lowest average scores in the same grade levels where we have the highest numbers of students who are in their first year at SVA.</li><li>• We can see that SVA tends to be ahead of grade level norms in reading, but we struggle more in math, across the board.</li></ul>
Goal-Setting	<ul style="list-style-type: none"><li>• We think that this data would be a helpful addition to placement cards to help balance classrooms.</li><li>• Math is our content area focus next year.</li></ul>



## Local Control and Accountability Plan

Visalia Unified  
Sycamore Valley Academy

July 1, 2016 - June 30, 2019



## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

§ 15497. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Sycamore Valley Academy Contact (Name, Title, Email, Phone Number): Ruth Dutton LCAP Year: 2016  
Principal/Superintendent  
rdutton@sycamorevalleyacademy.org  
(559) 622-3236

### **Local Control and Accountability Plan and Annual Update Template**

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

State Priorities
<p>The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.</p>
<p><b>A. Conditions of Learning:</b></p>
<p><b>Basic:</b> degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)</p>
<p><b>Implementation of State Standards:</b> implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)</p>
<p><b>Course access:</b> pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (f), inclusive, of Section 51220, as applicable. (Priority 7)</p>
<p><b>Expelled pupils (for county offices of education only):</b> coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)</p>
<p><b>Foster youth (for county offices of education only):</b> coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)</p>
<p><b>B. Pupil Outcomes:</b></p>
<p><b>Pupil achievement:</b> performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)</p>
<p><b>Other pupil outcomes:</b> pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (f), inclusive, of Education Code section 51220, as applicable. (Priority 8)</p>
<p><b>C. Engagement:</b></p>
<p><b>Parental involvement:</b> efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)</p>
<p><b>Pupil engagement:</b> school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)</p>
<p><b>School climate:</b> pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)</p>

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

### Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

#### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Sycamore Valley Academy ("SVA") understands the intent of the Local Control Accountability Plan (LCAP) stakeholder engagement process is to draw upon the insight of multiple perspectives on the school to effectively identify areas to improve. This practice of engaging stakeholders and soliciting their input is a regular and ingrained part of our school culture. Part of the reason for this is that our school is new, currently finishing its fourth year. Being a young institution means that we are fueled by the passion of our founding, ambitious in our pursuit of our mission/vision, and eager to build effective and sustainable systems for the long-term. In short, we are an action-orientated, seeking and learning community.</p> <p>Another reason our school is one where stakeholders feel free to share input and help shape our program is the fact that we are an autonomous charter school. Due to the structure of an autonomous charter school, the members of our school community can access/speak directly to decision-makers; there are no buffering layers between a parent and the school leadership. In addition, there is an <i>added interest in listening to stakeholders</i> that is built into the structure of being a school of choice. Since our continued enrollment and student retention hinges largely on parent/student satisfaction, staff is especially interested in what parents and students have to say about our school.</p> <p>Sycamore Valley Academy has other structural advantages that produce a high level of continuous stakeholder engagement. We have an active Parent Teacher Organization, a culture of parent participation, a staff who are empowered to suggest and implement change, school leaders who constantly evaluate and build strong systems, and a Board of Directors who support the school's efforts toward excellence. At our monthly Board meetings, we have regular "Community Reports" so that the perspectives of our Principal/Superintendent, our Vice Principal, our Operations Director, and a Teacher Representative are shared with the Board of Directors on a regular basis, though these voices do not have voting membership on the Board (to avoid conflicts of interest). In addition to this, our Board currently contains three parent members (but bylaws allow for a fourth) out of a 6 member body (but bylaws allow for up to 9), as well as a representative from our authorizing District, and community members from various sectors. These structures ensure that multiple perspectives are always</p>	<p>Based on the feedback received at staff meetings, Board meetings, Strategic Planning meetings, and via the survey, we revised our goals to reflect stakeholder input.</p>

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

<p>considered in school decisions.</p> <p>In the fall of 2015, we hired a consulting firm, Third Plateau Social Impact Strategies, to help us facilitate a thorough strategic planning process. We partnered to solicit the input of our varied stakeholders to identify our Strengths, Weaknesses, Opportunities, and Threats (SWOT) and our goals for the next 3-5 years as an organization. We formed a strategic planning Steering Committee which was comprised of a group of individuals with diverse perspectives and expertise in relation to SVA. Collectively, this group would act as a think tank at key points in the process. We also established a Core Team - a smaller subset of the Steering Committee - to be the driving force of the plan and ensure continued forward momentum throughout the process. With the baseline information acquired and processes established, we began a multi-month strategic planning process structured around five key questions:</p> <ol style="list-style-type: none"> <li>1) What are we ultimately working towards?</li> <li>2) What are the specific outcomes we aim to achieve?</li> <li>3) What is standing in our way?</li> <li>4) What actions do we need to take in order to get there?</li> <li>5) How will we measure our progress?</li> </ol> <p>As we worked on the Strategic Plan, we did so with our current LCAP goals in mind, while also considering what further aspirations we had going forward. In January 2016, our "Strategic Plan 2016-2021" was adopted by the SVA Board of Directors.</p> <p>In addition to the ongoing collaborative, input-seeking culture and the specific strategic planning work we performed this year, Sycamore Valley Academy has made efforts to engage stakeholders to solicit their input on how SVA is doing in relation to LCAP goals that were previously set, as well how we are doing in relation to the state's eight priorities in general, to develop our third Local Control Accountability Plan. We educated our community about the requirements of the LCAP with a letter explaining the purpose of the LCAP, and an invitation to participate in the development through an online LCAP Input Survey. This survey gave parents, teachers, board members, community members at large, and staff members a chance to answer how they believed SVA could improve in relation to each of the state's eight priorities, which were defined. Administrative staff attended monthly PTO meetings while the survey was open and encouraged parents to share their input both at these meetings and via the online survey. The survey was open for 14 weeks and responses were collected and compared with administrative leadership meetings and Board discussion at two board meetings. We also developed a student-friendly version of the LCAP Input Survey and had all 5-8th graders complete this survey for us.</p> <p>When we evaluated the input we received through the online survey, staff meetings, parent meetings, and Board discussion, we looked for two things. First, we looked for trends: any suggestion coming from varied voices, or where stakeholders corroborated one another or expressed similar ideas. Next, we looked for areas where our goals could impact our most vulnerable pupils: our English learners, our students who qualify for free or reduced lunches, and foster youth or homeless students.</p>	
<p><b>Annual Update:</b></p> <p>New or adjusted processes this year include the creation of the student-friendly version of the LCAP Input Survey. In 2015, we simply conducted a class discussion in only the middle school (7th-8th grade) classrooms. The new 2016 student survey allowed us to help students better understand the LCAP, capture a broader sample of student perspectives (5th-8th graders), and made it easier to analyze their responses for trends.</p> <p>Also new this year was our Strategic Planning surveys, meetings, and Steering Committee work, as well as Board engagement during the strategic planning process.</p>	<p><b>Annual Update:</b></p> <p>We used the information gathered to help measure our progress toward the 2015 LCAP goals and those perspectives were included in our annual update/ revision of goals.</p>

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

### Section 2: Goals, Actions, Expenditures, and Progress Indicators

#### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth



## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL:	All instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: <u>Differentiated instruction</u>
Identified Need:	Teachers, parents, students, and Board members have all contributed input and perspectives that have informed this goal and its expected outcomes. There is a desire to continually improve the quality of what we offer while maintaining a collaborative, noncompetitive culture. While we resist a single measure to define school quality, like external state tests, we are also glad to respond to what measurements tell us. Through our continual reflection on multiple and varied sources of data via our Whole School Report Card every trimester, the CAASPP each spring, and the ongoing formative assessment in classrooms, we are compelled to pursue excellence and look for ways to improve student outcomes.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) All instructional staff will be versed in the requirements of the Common Core State Standards so that instruction can be designed to meet or exceed these. This will be evident in professional development time provided as well as evidence of implementation of training in classrooms.</li> <li>2) Teachers will utilize assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Fountas and Pinnell Guided Reading Level Assessments and NWEA MAP and CAASPP (computer-adaptive testing) to differentiate instruction. This will be evident in the professional development calendar time for data analysis, the Whole School Report Cards generated on the trimester basis, and student growth as evident in assessments over time.</li> <li>3) Shift from a basic to a developmental performance evaluation system. This will be evident in the new processes/forms that are developed, adopted, and used to promote professional growth.</li> <li>4) Develop differentiated professional development tracks. This will be evident in the new processes developed adopted, and used to promote professional growth.</li> <li>5) Refine instructional supports to empower teachers. This will be evident in the development of a bank of resources for teachers that will be housed in an easily retrievable and revisable format that defines SVA Curriculum (what gets taught and when), Instruction (philosophy, practices and pedagogical tools of how we teach), and Professional Duties (non-instructional duties and expectations) of the SVA teacher.</li> <li>6) Grade level collaboration will be improved and shared leadership will be encouraged. This will be evident in the development of defined grade level team systems: an instructional staff org chart, a monthly meeting schedule, deliverables defined, and protocols established for communicating upward and outward.</li> </ol>		
<b>Actions/ Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide an Instructional Coach to facilitate effective training and the development of articulated curriculum/instructional plans to ensure coverage and alignment of our school's learning experiences and resources with the Common Core State Standards.	Charter-Wide	<u>X</u> All OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	Instructional Coach salary - 1000-1999 Certificated Salaries - LCFF S & C: \$82,393
Develop more sophisticated and efficient ways to collect and use assessment data so this can be used to inform instruction (and we can deliver on our charter's intent to provide differentiated instruction to students).	Charter-Wide	<u>X</u> All OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	portion of teachers, Vice Principal, Principal, and Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$5,000
To promote continual growth and pursuit of personal best and to facilitate forthright communications during staff evaluations, develop and implement a developmental professional evaluation scale for all instructional staff. Adjust job descriptions and evaluation tools, as necessary, for alignment with the new scale.	Charter-Wide	<u>X</u> All OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	portion of Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$2,000
Expand upon our newly developed "Instructional Foundations," "Annual Content Area Focus, and "Social Contract" three part series of required professional development for teachers: add differentiated professional development to allow self-selection of additional training to address issues related to years of experience, demonstrated ability/potential for leadership, personal professional goals, the student needs they have in their classroom, or other distinguishing data. Essentially, this would allow for more teacher voice and choice in selecting professional development to encourage a reflective and responsive teaching practice.	Charter-Wide	___All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Gifted, Special Education, Section 504</u>	Teacher's self-selected (but admin-approved) professional development - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$12,000

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Develop a bank of resources for teachers that will be housed in an easily retrievable and revisable format that defines SVA Curriculum (what gets taught and when), Instruction (philosophy, practices and pedagogical tools of how we teach), and Professional Duties (non-instructional duties and expectations) of the SVA teacher.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	portion of teachers' time - 1000-1999 Certificated Salaries - LCFF Base: \$5,000
Define grade level team systems by developing an instructional staff org chart, a monthly meeting schedule, scheduled deliverables for their collaboration time, and protocols established for communicating upward (to leadership) and outward (to other teachers or aides).	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	portion of teachers' time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL:	Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Identified Need:	One of the consistent messages of stakeholder engagement in our strategic planning process this year was the sentiment that our teaching and administrative staff feel overworked. We recognize that our lean staff as a charter school has a great deal to do with the feeling of "wearing too many hats" and that our unique instructional model (providing Gifted Education for All and Project-Based Learning, the multi-age classroom, the student portfolios, etc.) makes for a more challenging teaching position. However, our staff is committed to the model we are perfecting here and we believe it is best for kids. Because of our commitment to our vision, we have been honest as a staff, strategic planning steering committee, and Board, noting that work must be done to improve the sustainability of key positions and the satisfaction of them as well. If we want to be here for the long term, we must develop systems of support, plans for succession, and organizational adjustments to make that possible.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>We will have the deliverables described in the actions/services:</p> <ol style="list-style-type: none"> <li>1. Plot the achievable growth of the organization and how that might translate to increased supports/sustainability.</li> <li>2. Support roles will have annual calendars to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.</li> <li>3. Establish a Special Education Learning Center on our campus.</li> <li>4. Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff. Integrate check-ins within performance evaluation conferences.</li> <li>5. Adapt administrative team/ redesign the organizational chart to support organizational growth and improvement, as well as thought leadership and advocacy for reform.</li> <li>6. A leadership succession plan will be developed.</li> </ol> <p>A survey or feedback form collected from teachers and administrators will demonstrate an increase in perceived sustainability and satisfaction as a result of the actions/services described above.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plot the achievable growth of the organization and how expansion or replication might translate to increased supports/sustainability.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	portion of Superintendent's time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000
Develop annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Instructional Aides, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	portion of Instructional Coach, Vice Principal, Principal, and Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000  portion of Office Assistant, Administrative Assistant, Operations Director time - 2000-2999 Classified Salaries - LCFF Base: \$3,000
Establish a Special Education Learning Center on our campus and use this Learning Center to help all students who could benefit, not only those on IEP's.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	\$0
Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be proactive about wellness, help them see the connection of their work to the	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	portion of VP, Principal, and Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$3,500

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mission/vision, and encourage them to stick to their work/life-balance goals.			
Adapt administrative team/ redesign the organizational chart to support organizational growth and improvement, as well as thought leadership and advocacy for reform.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	addition of new Principal position, separating the Principal/Superintendent role into two – 1000-1999 Certificated Salaries – LCFF Base: \$107,000
Develop a leadership succession plan.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	portion of Superintendent's time – 1000-1999 Certificated Salaries – LCFF Base: \$5,000
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

<b>GOAL:</b>	Comprise a diverse student body, comparable to the demographics of our community.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: _____						
<b>Identified Need:</b>	<p>Our student population has a lower percentage of English Learners, students from a low socio-economic background, and students of color than Visalia Unified. We are hopeful this will change over time through our concerted effort to appeal to minority students in our marketing and outreach. Our board has established a committee to work on this and Operations Director and Administrative staff work together to annually affect the admissions window and to review the effectiveness of our practices in light of results. This is a goal our staff and Board have identified as important and prioritized.</p> <p>Currently, our site is located away from the population center, outside city limits and surrounded by agriculture. This adds another layer of challenge for our efforts to recruit students from low socio-economic households. Families who struggle financially may find it more difficult to enroll/attend our school due to its location and the convenience of their neighborhood school. We believe that continued commitment to bus service will be a key element of our achievement of diversity at our school in the long-term.</p> <p>Our facility is provided/leased through Prop 39, but it is not "reasonably equivalent" to that which our pupils would enjoy at district-run public schools. While the intent of Proposition 39 is to provide charter school students with access to facilities of comparable size and nature to district campuses, VUSD and Sycamore Valley Academy will never be able achieve this at our location. The site is less than half the size of Visalia Unified average campus size and its remote location causes a hardship for access. Because of the limits of this site, and because charter schools do not have access to Home to School Transportation funding, SVA negotiated with VUSD to provide a district contribution to our school's transportation costs in 2013-14; by helping SVA provide bus service, VUSD helped counterbalance the inequity inherent in the site itself. The contribution by the district, however, ended that year, so bus costs since 2014-15 have been borne entirely by the charter school.</p> <p>The chart below shows that our concerted effort to achieve demographic parity has produced positive change, but we still have work to do.</p>								
	<b>YEAR ONE</b> 127 enrolled		<b>YEAR TWO</b> 227 enrollment		<b>YEAR THREE</b> 297 enrollment		<b>YEAR FOUR</b> 350 enrollment		
	2012-13 SVA	2012-13 VUSD	2013-14 SVA	2013-14 VUSD	2014-15 SVA	2014-15 VUSD	2015-16 SVA	2015-16 VUSD	
	FRL	18%	64%	28%	65%	30%	NA	37%	NA
	Hispanic	30%	64%	36%	65%	33%	65%	36%	NA
	Black	1%	2%	2%	2%	2%	2%	1%	NA
	Asian	1%	5%	3%	5%	4%	4%	3%	NA
	ELL	1%	16%	3%	16%	4%	15%	5%	NA
	SpEd	7%	9%	5%	8%	5%	8%	7%	NA
	504	1%	NA	2%	NA	2%	NA	2%	NA
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All								
<b>LCAP Year 1: 2016-17</b>									
<b>Expected Annual Measurable Outcomes:</b>	Improve access to our school by continuing to offer home to school transportation with 2 buses from 5 drop off/pick up sites that are mostly located at Provision 2 schools (greater than 80% FRL). SVA student population sees a 1% increase in Hispanic/Latino student population from its 2014-15 enrollment numbers and/or a 2% increase in Free/Reduced Lunch student population.								
<b>Actions/Services</b>  Purchase annual bus service after negotiating bus routes to include stops at Provision 2 schools (greater than 80% FRL) and stops that meet the needs of the students, while investing in access to realize a demographic shift	<b>Scope of Service</b>  Charter-Wide	<b>Pupils to be served within identified scope of service</b> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: _____					<b>Budgeted Expenditures</b>  cost of annual bus contract - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$70,500		

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Communicate bus sign up opportunities to parents/guardians and give priority to students who use the bus daily and to those who are Free or Reduced Price Lunch.	Charter-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: _____	portion of Operations Director's time - 2000-2999 Classified Salaries - LCFF S & C: \$500
Convene an Outreach & Diversity Committee to analyze past marketing efforts, current opportunities, and decide on current year initiatives to reach out to under-represented demographics.	Charter-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: _____	portion of Principal and Superintendent's time - 1000-1999 Certificated Salaries - LCFF S & C: \$3,000  portion of Operations Director time - 2000-2999 Classified Salaries - LCFF S & C: \$3,000
Market to under-represented student demographics	Charter-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: _____	marketing budget 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<i>Actions/Services</i>	<i>Scope of Service</i>	<i>Pupils to be served within identified scope of service</i>	<i>Budgeted Expenditures</i>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<i>Actions/Services</i>	<i>Scope of Service</i>	<i>Pupils to be served within identified scope of service</i>	<i>Budgeted Expenditures</i>

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL:	Students engage in the ongoing pursuit of learning and continuous process of growth and are change-makers, leading transformation within their school and community through their contributions.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	<p>Our charter defines the purpose of assessment is to "compare student growth and academic achievement over time to determine the impact of recent learning activities and to design future activities appropriate to the student's zone of proximal development, likely to promote further growth." We feel it valuable to compare student performance against national or state norms, and we do so frequently in our Whole School Report Cards (at the end of every trimester and the evaluation of CAASPP at the start of the year). However, we value <i>more</i> that students <i>grow</i>, rather than whether they meet or exceed externally determined targets. We want to see students making continual progress, and not stagnating or declining. Further, we define growth to include both academic <i>and</i> personal growth. We identified that we have done a decent job at capturing and evaluating academic growth data so far, but we would like to better measure, communicate, and evaluate the personal growth of students (such as development of scholarly habits, or conflict-resolution skills, or the ability to self-advocate, or having a growth mindset) so that we can similarly "determine the impact of recent learning activities and to design future activities appropriate to the student's zone of proximal development, likely to promote further growth" when it comes to these dispositions.</p> <p>Further, the mission statement of our school indicates that we hope to produce "virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world." In order to make this statement true, we believe we need to deliver more meaningful service-learning experiences to students and build out from our existing social-emotional curriculum and Restorative Justice-based student discipline systems to increase their depth/impact. Our founders and Board, strategic planning steering committee, and teaching staff contributed to the development of this goal through multiple meetings and surveys.</p>		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. We will see a reduction in the percentage of pupils with 10 or greater absences.</li> <li>2. We will see a reduction in the percentage of pupils with 10 or greater tardies.</li> <li>3. We will see a reduction in our suspension rate.</li> <li>4. We will see an increase in parent/guardian support offerings provided by the school designed to equip parents/guardians to reinforce the social and academic lessons in the home.</li> <li>5. We will have an improved version of our Whole School Report Card (and the processes behind its production) to include more academic growth data (trends by subpopulation, when applicable, and greater content area reporting outside of ELA and Math) as well as more personal growth data (such as development of scholarly habits or growth mindset).</li> <li>6. Student achievement data will indicate that we have effectively allocated our instructional resources to produce growth; school level achievement on CAASPP and internal NWEA MAP tests will rise.</li> <li>7. All English Learners will show growth toward fluency/ redesignation, as measured by the CELDT or its replacement exam.</li> <li>8. We will have greater guidance and resources for teachers to help them deliver social-emotional curriculum, implement meaningful service-learning, and Restorative Justice-based student discipline.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Use our "News & Notes" email blasts to communicate important attendance related information in a strategic way: send out reminders of the importance of attendance, policies about what is excused versus unexcused, reminders about illness/ illness prevention, how to contact the office to report an absence, the option of independent study for planned absences, etc.	Charter-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	portion of Office Assistant and Operations Director time - 2000-2999 Classified Salaries - LCFF Base: \$1,500
Expand the recognition program for the categories of "Perfect Attendance" and "Perfect Attendance & Zero Tardies" to a trimester basis to increase student awareness of the value of attendance.	Charter-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	portion of Office Assistant and Administrative Assistant time - 2000-2999 Classified Salaries - LCFF Base: \$1,000  portion of Principal's time - 1000-1999 Certificated Salaries - LCFF Base: \$500

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Add an element within Instructional Aides' performance evaluation reporting that provides feedback on that staff's ability to prevent conflicts/keep students safe during his/her yard duty time (student recesses) in order to see more consistency in the enforcement of school rules and an increase in preventative, proactive engagement with students.	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	portion of Vice Principal, Principal, and Superintendent's time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000
Increase the parent/guardian support offerings (i.e. workshops, articles/links to web resources via email/social media, video content, presentations at school events, improved website content) provided by the school, designed to equip parents/guardians to reinforce the social and academic lessons in the home.	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	portion of Superintendent time - 2000-2999 Classified Salaries - LCFF Base: \$5,000  facilitation of publishing and marketing by Operations Director - 2000-2999 Classified Salaries - LCFF Base: \$3,500
Collaborate to improve our internal data analysis, so all subpopulations within our school (FRL, English Learners, Foster Youth, Redesignated fluent English proficient, Gifted, Special Education, Section 504, Gender & Ethnic groups, Intervention/ students on an SST) can be viewed categorically and any relevant trends applying to subpopulations can be reported within an improved Whole School Report Card. Set aside administrative time for the evaluation of disaggregated achievement data to look for/ identify trends by subgroups. Use this process to evaluate the quality of our programs and staff and allocated resources for the goal of ensuring universal success/ equity.	Charter-Wide	<u>All</u> ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Gifted, Special Education, Section 504, Gender</u>	portion of Instructional Coach, Vice Principal, Principal, and Superintendent time - 2000-2999 Classified Salaries - LCFF S & C: \$8,000
Collaborate to improve the efficiency of the process behind the production of the Whole School Report Card.	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	portion of Vice Principal and Principal time - 1000-1999 Certificated Salaries - LCFF Base: \$2,000
Collaborate to improve the Whole School Report Card to include greater content area reporting outside of ELA and Math, as well as more personal growth data (such as development of scholarly habits or growth mindset).	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	portion of teachers, Vice Principal, Principal, Instructional Coach, Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$5,000
Develop and implement a process for data analysis to be used to identify students who may benefit from special services (i.e. SST, Intervention, etc.) or staff who may benefit from specialized/targeted training, so instructional resources can be allocated to maximum benefit and improved student learning.	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	portion of teachers, Instructional Coach, VP, Principal, and Superintendent time - 1000-1999 Certificated Salaries - LCFF Base: \$6,000
Hire additional Intervention staff to meet student need for additional academic support.	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> _____	Intervention teacher - 1000-1999 Certificated Salaries - LCFF S & C: \$6,200
Build out from existing school curricular resources to further develop a social-emotional learning program that is fully integrated with school academic culture	Charter-Wide	<u>X</u> All ----- OR: <u>Low Income pupils</u> <u>English Learners</u>	portion of VP, teachers, Instructional Coach, Principal,

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events/messaging and Restorative-Justice based classroom management/student disciplinary systems.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups: _____	and Superintendent. time - 1000-1999 Certificated Salaries - LCFF Base: \$6,000
Provide teachers with more guidance in the facilitation of meaningful service-learning experiences, including resources such as curricular connections, information on the purposes/types of service-learning, articulated goals for service-learning across grade levels, sample materials, improved field trip support systems, list of community agencies, etc.	Charter-Wide	<input checked="" type="checkbox"/> All  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups: _____	portion of teacher time - 1000-1999 Certificated Salaries - LCFF Base: \$500  portion of Operations Director time - 2000-2999 Classified Salaries - LCFF Base: \$500
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Pursuant to Education Code section 47604.33, we are not required to complete this section because we are a charter school.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



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### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

#### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	All instructional staff will be versed in the requirements of the Common Core State Standards so that instruction can be designed to meet or exceed these.		Related State and/or Local Priorities: 1 <u>  </u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: <u>Differentiated instruction</u>																					
Goal Applies to:		Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>																						
Expected Annual Measurable Outcomes:	Students will become more comfortable and more successful with intellectually demanding tasks, such as those required by the Common Core and requiring greater depth of knowledge (Webb). Students will think deeper and be able to transfer and apply their knowledge in novel, real world, or complex situations.  Achieving this outcome will be evident via: 1) the professional development provided to teachers, 2) the data collected about implementation of the professional development, and 3) the student achievement results on assessments that are both Common Core aligned and require greater depth of knowledge.	Actual Annual Measurable Outcomes:	1. The average number of professional development hours provided to SVA teachers in the 2015-16 school year was 210, or the equivalent of 26.25 days. This represented an increase of 72 hours over the prior year due to a new bell schedule that allowed for a Wednesday Early Release time. In addition, we established a reliable system for registering our staff to attend trainings/events and to track the time spent in professional development more consistently which resulted in a greater number of trainings attended off site than prior years. Further, we established a new way of planning professional development for the future of SVA, as our professional development needs are changing as the organization ages and teachers are returning year over year. In 2015-16, we began to provide two tracks of professional development to teachers.																					
			<table><tr><th colspan="4">Required Professional Development for Teachers</th></tr><tr><td>1</td><td>Instructional Foundations (must have before ever taking over a classroom at SVA)</td><td>Project Based Learning</td><td>Gifted Education for All</td></tr><tr><td rowspan="3">2</td><td rowspan="3">Annual Content Area Focus</td><td>2015-16</td><td>Writing Units of Study (Calkins) &amp; Word Work/Vocabulary</td></tr><tr><td>2016-17* future</td><td>Math</td></tr><tr><td>2017-18* future</td><td>Reading</td></tr><tr><td>3</td><td>Social Contract (Restorative-Justice based behavior/disciplinary systems)</td><td>Tier 1-3, 4 Options, Respect Agreements for Classroom Mgmt, Staff Respect Agreement, Respect Agreement for Conflict Resolution</td><td>Intersection of Social Contract with Classroom Meetings/ Everyday Explorers, Habit of a Scholar</td></tr></table>		Required Professional Development for Teachers				1	Instructional Foundations (must have before ever taking over a classroom at SVA)	Project Based Learning	Gifted Education for All	2	Annual Content Area Focus	2015-16	Writing Units of Study (Calkins) & Word Work/Vocabulary	2016-17* future	Math	2017-18* future	Reading	3	Social Contract (Restorative-Justice based behavior/disciplinary systems)	Tier 1-3, 4 Options, Respect Agreements for Classroom Mgmt, Staff Respect Agreement, Respect Agreement for Conflict Resolution	Intersection of Social Contract with Classroom Meetings/ Everyday Explorers, Habit of a Scholar
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			3	Social Contract (Restorative-Justice based behavior/disciplinary systems)	Tier 1-3, 4 Options, Respect Agreements for Classroom Mgmt, Staff Respect Agreement, Respect Agreement for Conflict Resolution	Intersection of Social Contract with Classroom Meetings/ Everyday Explorers, Habit of a Scholar																		
			Every new hire had 3 days of Project-Based Learning training and 3 days of Gifted Education for All training, the "Foundational" series. Ongoing feedback and support on these elements was provided to all teachers during our Early Release schedule, which was new in the 2015-16 academic year. Additionally, through our Instructional Coach and our Reading Intervention teacher, all teachers received training in implementation of Lucy Calkins Writing Units of Study and an internally-developed Word Work/Vocabulary curriculum and time was provided for evaluation of student work, calibration of grading, and collaboration for the success of these elements. In addition, we have determined our Annual Content Area Focus for next year will be mathematics due to student achievement results pointing to this need. Additionally, all instructional staff receive training in our "Social Contract" (which is our Restorative-Justice based behavior/disciplinary systems) to ensure all students are engaged in consistent ways when it comes to behavior management.																					
			2. Administration measured the rate of implementation of professional development in teacher walk-through forms, and teachers received feedback on whether they were implementing the professional development our school had provided. We looked for evidence that both the basic, foundational elements of Project-Based Learning and Gifted Education for All tools were being used as designed, and also that the 2015-16 content area focus, which was implementing Lucy Calkins Writing Units of Study and an internally-developed vocabulary curriculum, was happening consistently in classrooms. 100% of teaching staff was found to be using the instructional tools and materials we provided them during their professional development. In addition, one third were found to be piloting other promising instructional practices/resources that had prior administrative review/approval to develop our organization's research and development capacity and identify future professional development or instructional resources that are likely to have instructional benefit.																					
3. Analyzing our recent CAASPP results and comparing these to the prior year, we are glad to see that the Common Core aligned professional development provided to teachers is producing the intended outcome of a rise in student achievement results on "assessments that are Common Core aligned and require greater depth of knowledge."																								
<table><tr><th colspan="3">% Met or Exceeded on CAASPP in 2016 scores</th></tr><tr><td>Grade</td><td>ELA</td><td>Math</td></tr><tr><td> </td><td> </td><td> </td></tr></table>		% Met or Exceeded on CAASPP in 2016 scores			Grade	ELA	Math																	
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Grade	ELA	Math																						

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

		3	55	71
		4	43	28
		5	59	38
		6	36	15
		7	75	57
		8	70	30
		School-wide Average	56	40
% Met or Exceeded on CAASPP in 2015 scores				
	Grade	ELA	Math	
	3	33	38	
	4	64	54	
	5	37	23	
	6	81	54	
	7	35	20	
	8	56	9	
	School-wide Average	51	33	
	School-wide Average Growth Per Grade Level	+5	+7	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire and train an Instructional Coach to support instructional staff in the implementation of Common Core and to support improvement in instruction school-wide.	\$70,000 from 1100- Teachers' Salaries; Funding Source: LCFF Supplemental.	This action was completed as planned.	\$74,500 from 1100- Teachers' Salaries; Funding Source: LCFF Supplemental	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X All</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:		<u>X All</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:		
Administrative Staff develops professional development calendar with teacher feedback/input. Consultants or staff members are scheduled or prepare for the inservice. Calendar is reported out to the SVA Board of Directors and implemented/adjusted as needed.	\$3,500 from 1300 Administrator's salaries; Funding Source: LCFF.	This action was completed as planned.	\$3,500 from 1300 Administrator's salaries; Funding Source: LCFF.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X All</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:		<u>X All</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:		

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Identify professional development for our Science teachers. Have them attend training to learn about the new science standards. Identify and purchase curriculum and instructional materials to implement Next Gen Science standards.	\$500 from 5863 Professional Development and \$500 from 4100 Core Curricular Materials; Funding Source: LCFF.	This action was completed as planned.	\$310 from 5863 Professional Development, \$1260 from 5220 Travel and Lodging, and \$13,892 from 4100 Core Curricular Materials; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Complete the development of a K-8 "Big Picture" Articulation Guide. Collaborate to outline the instructional experience across all grades served in terms of content areas' major learning milestones, conceptual themes (and within these, the "big ideas"), simulations used, Project-based learning units, field trips, selection of novels for guided reading groups or whole class use, art work emulated in art instruction, geography content covered, and which are emphasized in reading comprehension strategies, math practices, icons of depth/complexity in each grade level/ grade level span.	\$3,000 from 1100 Teachers' Salaries; Funding Source: LCFF.	This action was mostly completed as planned. The pieces of the guide we did not complete are: identifying content areas' major learning milestones, geography content covered, and which are emphasized in reading comprehension strategies and math practices in each grade level/grade level span. All other articulation planning was completed as described.	\$3,000 from 1100 Teachers' Salaries; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Collaboratively develop a structured document that delineates the goals, objectives, learning experiences, instructional resources and assessments that are used over the course of the school year in the major academic content areas of ELA, math, history, and science.	\$1,400 from 1100 Teachers' Salaries; Funding Source: LCFF.	This action was completed as planned.	\$1,400 from 1100 Teachers' Salaries; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Train staff through California Association for the Gifted ("CAG") in lesson variety, the icons of depth and complexity, and writing a differentiated learning objective.	\$4,500 from 5863 Professional Development; Funding Source: LCFF.	This action was completed as planned.	\$2695 from 5863 Professional Development, \$4610 from 5215 Travel and Lodging; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Pursue trainings offered through the Tulare County Office of Education as they meet distinct needs in our school or address weaknesses in instruction. Some of the trainings we have utilized in this way so far include "Number Talks," "Close Reading," "Common Core + Step Up to Writing," "What's My Place, What's My Value," etc.	\$1,000 from 5863 Professional Development; Funding Source: LCFF.	This action was completed as planned.	\$6570 from Professional Development; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
All new hires and any staff who would like a refresher on project design will have an annual 3 day opportunity to learn the PBLcore model of Project-based Learning, offered through TCOE.	\$2,400 from 5863 Professional Development; Funding Source: LCFF.	This action was completed as planned.	\$2,800 from 5863 Professional Development; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the extensive strategic planning work that we completed this year, we plan to revise this goal to align with that plan. Instructional staff professional growth and student growth on Common Core aligned assessments will remain a priority for our school, but the phrasing of our goal will change.		



# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	Achieve a student demographic distribution that is more reflective of the district as a whole.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____	
Goal Applies to:		Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
Expected Annual Measurable Outcomes:	Improve access to our school by continuing to offer home to school transportation with 2 buses from 5 drop off/pick up sites that are mostly located at Provision 2 schools (greater than 80% FRL). SVA student population sees a 2% increase in Hispanic/Latino student population from its 2014-15 enrollment numbers and/or a 2% increase in Free/Reduced Lunch student population.	Actual Annual Measurable Outcomes:	We did provide home to school transportation with 2 buses from 5 drop off/pick up sites that are mostly located at Provision 2 schools (greater than 80% FRL). We exceeded the expected outcome of this effort. We saw our student population change by a 3% increase in Hispanic/Latino students from 2014-15 to 2015-16, and additionally we saw a 7% increase in our Free/Reduced Lunch student population.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Negotiate bus routes and costs each year to meet the needs of the school as well as invest in its long term demographic shift.	\$68,000 from 5893 Student Transportation; Funding Source: LCFF Supplemental.	This action was completed as planned.	\$68,000 from 5893 Student Transportation; Funding Source: LCFF Supplemental.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
Market to under-represented student demographics	\$8000 from 5851 Marketing and Student Recruitment; Funding Source: LCFF.	This action was completed as planned.	\$8000 from 5851 Marketing and Student Recruitment; Funding Source: LCFF.	
Scope of Service:	Targeted	Scope of Service:	Targeted	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the extensive strategic planning work that we completed this year, we plan to revise this goal to align with that plan. The diversity of our student population will remain a priority for our school, but the phrasing of our goal will change.			

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	Improve Internet connection speed (bandwidth) for increased/improved use of technology in instruction and assessment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____	
Goal Applies to:		Schools: <input checked="" type="checkbox"/> All	Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All	
Expected Annual Measurable Outcomes:	Reliable Internet connection (reduced time when things are "down" or not useable) Multiple classes can use computers/Internet at the same time without negative impact.		Actual Annual Measurable Outcomes:	The Broadband Infrastructure Improvement Grant (BIIG) work was completed during our Spring Break, the week of March 21, 2016. Prior to completion, we experienced seven days where we had our Internet "down" or not useable for a duration of time and had to ration technology use campus-wide frequently. After the work was completed, we have not experienced a single day in which our Internet was "down" or not useable.  We tested the capacity of our new connection and have not yet reached the ceiling. We are able to functionally operate with every single one of our devices running.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Hire or contract to set up the new equipment necessary to improve Internet reliability and speed on campus.	\$4,500 from 4420 Computers; Funding Source: LCFF.	This action was completed as planned.		\$2000 from 2400 Classified Clerical & Office Salaries; Funding Source: LCFF.
Scope of Service:		Charter-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
Procure adequate and functional technology for classrooms after the BIIG infrastructure work is completed.	\$13,000 from 4420 Computers; Funding Source: LCFF.	This action was completed as planned.		\$13,000 from 4420 Computers; Funding Source: LCFF.
Scope of Service:		Charter-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
Hire or contract for IT support on an ongoing, as-needed basis.	\$5,000 from 5887 Technological Services; Funding Source: LCFF.	This action was completed as planned.		\$1496 from 5887 Technological Services; Funding Source: LCFF.
Scope of Service:		Charter-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to meeting this goal, it will be removed from our priorities. However, in light of our new bandwidth capacity, we are budgeting and fundraising to increase the number of chromebooks and other devices on site.		

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	Increase school-wide attendance rate. Reduce chronic absenteeism and the number of pupils with excessive tardies.		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: <input type="checkbox"/>
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
Expected Annual Measurable Outcomes:	High instance students (habitually tardy or chronically absent) will reduce the frequency of their incident. All families will know and understand that Sycamore Valley Academy values attendance because it is in the best interest of the child to attend school so he/she can learn. SARB processes will be defined in the Family Handbook.	Actual Annual Measurable Outcomes:	The number of habitually tardy students stayed proportionally equal to the prior year. In 2014-15 and 2015-16, we had 13% of enrolled students with 10 or more tardies. However, we reduced this population's over 30 minute tardies (coded "T30" in our attendance system) from averaging 4.2 per habitually tardy pupil in 2014-15 to averaging 3.6 per habitually tardy pupil in 2015-16.  The number of chronically absent students decreased significantly over the prior year. In 2014-15 we had 24% of our enrolled students with 10 or more absences, while in 2015-16, we had 15% of our enrolled students with 10 or more absences, a decrease of 9%.  We attribute that success to communication through our "News & Notes" email blasts, as well as our Family Handbook, and implementation of a recognition program for the categories of "Perfect Attendance" and "Perfect Attendance & Zero Tardies" at the very end of the 2014-15 school year (and repeated at the end of the 2015-16 school year). While we expected to implement a SARB process, we found there were too few local resources to support such engagement with families, so that outcome was not realized as expected.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research the requirements of the School Attendance Review Board (SARB) and establish a SARB, or similar process, at our school.	\$2,000 from 1300 Administrators' salaries; Funding Source: LCFF.	We researched the requirements of the School Attendance Review Board (SARB) and determined that this would not be the best mechanism to achieve improvement of attendance rates for our school because there is a lack of local resources to support the SARB process. We instead implemented increased communication with parents and a recognition program for students.	\$1,000 from 1300 Administrators' salaries; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Set up attendance monitoring system so SARB, or a similar process, is engaged when a student is habitually tardy or absent and the effort produces positive results. Coordinate the relevant staff to maintain attendance accountability year long.	\$1,000 from 1300 Administrators' salaries and \$1,000 from 2400 Classified Clerical; Funding Source: LCFF.	We did set up regular reporting from our Office Assistant (who manages student attendance) to the Principal/Superintendent to enable us to identify students with an extraordinary rate of tardies or absences.	\$1,000 from 1300 Administrators' salaries and \$1,000 from 2400 Classified Clerical; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the extensive strategic planning work that we completed this year, we plan to revise this goal to align with that plan. Student attendance will remain a priority for our school, but this will be monitored within a differently phrased, student-focused goal.		

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	Utilize assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Fountas and Pinnell Guided Reading Level Assessments and NWEA Measures of Academic Progress ("MAP") computer-adaptive testing to create a school-wide report card demonstrating student progress on a trimester basis. Use this report card to determine areas of instructional/curricular strength and weakness and allocate resources to affect positive outcomes or improvement where necessary. Monitor student achievement with a balanced and realistic approach, keeping in mind the purpose of internal assessment systems at our school is defined thusly in our charter, "compare student growth and academic achievement over time to determine the impact of recent learning activities and to design future activities appropriate to the student's zone of proximal development likely to promote further growth."		Related State and/or Local Priorities: 1 <u>  </u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: <u>Differentiated Instruction</u>																																								
Goal Applies to: Schools: All Applicable Pupil Subgroups: All																																											
Expected Annual Measurable Outcomes:	<p>Students will become comfortable showing their knowledge/skill in computer-based assessments.</p> <p>The quality of student work (as shown in student portfolios) will improve as students understand the expectations of the school-wide rubric and consistently strive for their personal best.</p> <p>Students will have more resources (varied books/ materials, instructional strategies, additional staff support) for the areas of the curriculum that pose special challenge or for concepts that the data reveals as typically difficult for students to acquire. The allocation of resources in response to trends in the data will result in greater overall student achievement.</p>	Actual Annual Measurable Outcomes:	<p>We believe students are becoming more comfortable showing their knowledge in computer-based assessments through repeated experiences with such tests. We implemented the following computer-based testing schedule:</p> <p>All students in grades 3 or higher joining us for the first time take the NWEA MAP assessment in the initial weeks of school to give us intake data that will help us target instruction to their needs.</p> <table border="1" data-bbox="863 682 1271 1138"> <thead> <tr> <th>Grade</th> <th>End of Trimester 1</th> <th>End of Trimester 2</th> <th>End of Trimester 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td>NWEA MAP</td> </tr> <tr> <td>1</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>NWEA MAP</td> </tr> <tr> <td>2</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>NWEA MAP</td> </tr> <tr> <td>3</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> <tr> <td>4</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> <tr> <td>5</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> <tr> <td>6</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> <tr> <td>7</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> <tr> <td>8</td> <td>NWEA MAP</td> <td>NWEA MAP</td> <td>CAASPP</td> </tr> </tbody> </table>	Grade	End of Trimester 1	End of Trimester 2	End of Trimester 3	K			NWEA MAP	1	NWEA MAP	NWEA MAP	NWEA MAP	2	NWEA MAP	NWEA MAP	NWEA MAP	3	NWEA MAP	NWEA MAP	CAASPP	4	NWEA MAP	NWEA MAP	CAASPP	5	NWEA MAP	NWEA MAP	CAASPP	6	NWEA MAP	NWEA MAP	CAASPP	7	NWEA MAP	NWEA MAP	CAASPP	8	NWEA MAP	NWEA MAP	CAASPP
Grade	End of Trimester 1	End of Trimester 2	End of Trimester 3																																								
K			NWEA MAP																																								
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6	NWEA MAP	NWEA MAP	CAASPP																																								
7	NWEA MAP	NWEA MAP	CAASPP																																								
8	NWEA MAP	NWEA MAP	CAASPP																																								
		<p>The quality of student work in portfolios stayed relatively stagnant this year (8.4 end of year average in 2016, compared with 8.5 end of year average in 2015). Though our rubric has stayed the same, our enrollment grew by 30 pupils (mainly in the 4, 5, 6 grades) and we saw that the lowest portfolio scores at the end of Trimester 3 came from the classrooms with the greatest number of pupils who were new to our school this year and also from classrooms where the teacher was new to SVA. We believe this contributed to the stagnation: students came from prior schools where portfolios were not a part of assessment, and were acculturated/ familiarized this year regarding how the portfolio approach works, and new teachers did not emphasize portfolios as much as their more seasoned counterparts due to their adjustment to working at our charter school and the many different instructional mandates here. We are working on ways to improve the impact of the portfolio as a tool to teach learners to pursue personal best and develop reflective thinking, and also ways to support new teachers to better manage our required (and unique) processes.</p> <p>We added support staff in the 2015-16 school year so that students would have additional resources.</p> <p>Additional staff included:</p> <ul style="list-style-type: none"> <li>• the Instructional Coach, who supported teacher quality, improved classroom management, and provided some intervention instruction to middle school students.</li> <li>• a Math Intervention Teacher, who supported 3-6 grade students with identified need for additional</li> </ul>																																									

# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

			support. • a Project-Based Learning Coach, who supported improvement of teacher-designed projects for increased rigor/ standards-alignment, use of Gifted Education strategies in the projects, and developed greater scaffolds to assist students to reach the learning goals of the project.  We saw a rise in student achievement as indicated in the CAASPP and our internal, NWEA MAP tests.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide teachers with release time as needed to conduct assessments that will be both valid and reflective of student's true ability (not arbitrarily arrested by grade-level, but show their true ceiling).	\$2,000 from 1103 Substitute Teacher pay and \$2,000 from 1100 Teachers' salaries; funding Source: LCFF.	This action was completed as planned.	\$2,000 from 1103 Substitute Teacher pay and \$2,000 from 1100 Teachers' salaries; funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Continue to produce and refine our trimester "Whole School Report Card" by collecting class/grade data from all teachers and compiling it to compare our scores against norms. Debrief the data for the following purposes: set attainable targets for growth, identify instructional gaps, identify needed resources/materials.	\$4,000 from 1300 Administrators' salaries; funding Source: LCFF.	This action was completed as planned.	\$4,000 from 1300 Administrators' salaries; funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
On a trimester basis, monitor student achievement by subgroups to ensure these pupils are receiving the benefit of school improvement efforts and improving their learning.	\$500 from 1300 Administrators' salaries; funding Source: LCFF.	In 2015-16, we monitored student achievement of ethnic and gender subgroups within NWEA MAP results. In 2016-17, we plan to further code students within NWEA MAP so we will be able to disaggregate data to include FRL, Special Education, Section 504, English Learners, Redesignated English Proficient students, and Gifted students (no matter how numerically small these subgroups might be) so their progress can be monitored as well. CAASPP gives us results on an annual basis that shows us how statistically significant subgroups (and those defined as "subgroups" by the state) performed.	\$500 from 1300 Administrators' salaries; funding Source: LCFF.
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient ___ Other Subgroups: _____		<u>All</u> ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Gifted, Ethnicity, Special Education, 504, Gender</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the extensive strategic planning work that we completed this year, we plan to revise this goal to align with that plan. Quality student assessment (including computer-based tests as well as performance-based assessments and portfolios-- using multiple and varied methods to determine student ability and growth), utilizing data to inform allocation of resources and instructional needs will remain a priority for our school, but this will be monitored within a differently phrased, student-focused goal.		





# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Original GOAL from prior year LCAP:	Consistent expectations/standards for student behavior are maintained at all times (on the yard, in the cafeteria, on field trips, in all classrooms, during extra-curricular activities, with all staff).		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: <u>Restorative Justice</u>
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	<p>Students will notice that all staff use the same key phrases for prompting conflict resolution ("I statements," the "STEP" process) between peers.</p> <p>Students will acquire and exhibit appropriate behaviors, follow school rules, meet school expectations.</p> <p>Students will feel that supervision/ adult help is easier to access.</p> <p>Students will become more able to use conflict-resolution strategies without the need for adult intervention or support.</p> <p>Students will continue to feel safe at our school and connected to the adults who work here.</p>	Actual Annual Measurable Outcomes:	<p>Administrators, teachers, aides, parents, and students have all observed and indicated that increased aide staff in 2015-16 and increased training for staff in our school's disciplinary systems (which are based on Restorative Justice) continues to improve the overall experience for students. Misbehavior is more regularly prevented and students feel our school is a safe place to be. In our Annual Parent Satisfaction Survey, 78% of 2015-16 parents indicate that it was either "easy" or "very easy" for their child to feel connected to peers and staff at our school (consistent with last year). 91% said the administrative staff of our school was either "very caring" or "extremely caring," (a decline of 2% from the prior year) and 94% said that SVA staff creates an environment that helps students learn either "quite well" or "very well" (up 5% over last year). In addition, 83% indicate student relationships with their teacher are either extremely or very strong.</p> <p>Discipline incidents have not declined on the aggregate, however disaggregated information shows that students who have been attending our school for greater than 1 year have fewer, and lower impact, disciplinary infractions. This indicates to us that the key to making disciplinary situations into teachable moments (that cause the misbehaviors to decline and then extinguish over time) is consistently responding to student misbehavior with a relational and repair-focused consequence. Enrollment grew by 50 pupils in 2015-16 over 2014-15, mostly in the 4, 5, and 6 grades, and we found that those grades contained the greatest number of infractions. We project that when these students return next year as second year SVA students, their misbehavior should decline/extinguish as expectations are clear through our consistent follow through with these students, and caring relationships are established.</p> <p>Our staff received greater training in mediation strategies for conflict resolution this year (Ron Claassen's 4 Options Model and mediation with I-statements, mirroring, and generating written "Repair Agreements"). Initial use indicates this is an effective tool and we expect that with more training and more use, our staff and students will acquire this way of resolving conflict as habit.</p>
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train all staff prior to the start of the school year in SVA's Social Contract-- its preventative measures, intervention measures, and targeted attention measures, as well as its required procedures for staff to follow when infractions occur.	\$1,000 from 1300 Administrators' salaries; \$1,000 from 2100 Classified Instructional Aides pay; \$5,000 from 1100 Teachers' salaries; Funding Source: LCFF.	This action was completed as planned.	\$1,000 from 1300 Administrators' salaries; \$1,000 from 2100 Classified Instructional Aides pay; \$5,000 from 1100 Teachers' salaries; Funding Source: LCFF.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X All</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X All</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
During conference dates (November and March), conduct refresher/reminder trainings for aides and specialist teachers. Send out email reminders to be on look out for uniform infractions occasionally as well as to remind staff to find a student to thank via our Triumph Tree (in other words, to be on the lookout for rule-breaking as well as rule-following).	\$1,000 from 2100 Instructional Aides' salaries; Funding Source: LCFF.	This action was completed in November as planned. In March, we decided a lower cost option was to discuss the enforcement of rules and positive enforcement of positive student behavior during the aides' regularly contracted working hours.	\$500 from 2100 Instructional Aides' wages; Funding Source: LCFF.

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:		<input type="checkbox"/> Other Subgroups:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the extensive strategic planning work that we completed this year, we plan to revise this goal to align with that plan. Engaging students with consistent expectations for behavior will remain a priority for our school, but we have attained a great deal of consistency and positive results pointing to our practices being effective; now our focus will be on maintaining that consistency so that procedures we've developed over the last three years will continue to be followed and greater staff experience with these will begin to multiply their effectiveness.		

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:		\$175,093
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LCFF Supplemental Spending	Actions/Services
\$70,500	Bus Service
\$82,393	Instructional Coach
\$6,000	Outreach & Diversity Committee
\$2,000	Targeted Student Recruitment
\$8,000	Disaggregation & Analysis of Internal Achievement Data for Effective Allocation of Resources
\$6,200	Intervention Teacher
\$175,093	TOTAL

The bus service ensures that low income, foster youth, and English learner students are able to access our school of choice. Placing our stops strategically in parts of town where these demographics live in greater proportion helps us recruit these populations, and respond to these families' needs. Without bus service, our remote location would otherwise preclude many low income, foster youth, and English Learner students from seeing Sycamore Valley Academy as a viable option for attendance.

We are making the investment in a full-time Instructional Coach, even when our enrollment is only roughly 378 students in 2016-17, because we understand that this role has great potential to increase the rate of feedback to teachers and change the quality of that feedback to be more understandable/applicable, thereby improving the quality of instruction. In addition, our Coach will work on curricular alignment and assessment to help our students meet or exceed Common Core proficiency standards. Additionally, our Instructional Coach will be supporting teachers' as they try to meet the needs of students with exceptionalities (including learning, language, and behavioral needs as well as needs related to socio-economic disadvantage).

In 2015-16, roughly 45% of our student population had special learning needs: either identified as in need of Special Education services, on a 504, an English Learner, in need of Student Success Team (SST) coordination for behavioral or academic challenges, receiving Intervention services, identified as intellectually gifted, or are twice-exceptional (both gifted + also disabled). This represents an increase over the prior year by 5%. It also means a statistically significant portion of our students require special attention in myriad ways. We recognize that the unique strategies needed to support all students in the classroom is difficult to manage for a classroom teacher when so many need such varied supports. Our Instructional Coach will be helping teachers become more effective with this one-third of our students while supporting the needs of all students.

The Outreach & Diversity Committee will meet to strategize and evaluate the effectiveness of prior marketing campaigns to determine new initiatives, publications, news outlets, etc. that will help us continue to make progress toward a student demographic composition that is similar to the Visalia Unified School District as a whole. The Committee will develop materials and negotiate/procure needed contracts for student recruitment campaigns and communications that increase awareness of our school option within proportionally under-represented student demographic groups.

School administration will begin tracking the growth rates of the following subpopulations of pupils on a trimester basis: Free/Reduced Lunch, English Learners, Foster Youth, Redesignated Fluent English Proficient, Gifted, Special Education, Section 504, Gender, Ethnic groups, Intervention/SST. Allowing time to analyze student achievement data in this way will help us look for trends and determine where instructional resources might be allocated for greatest benefit. It will also help us maintain those programs/services that are demonstrating success with these subpopulations. Monitoring student growth by subpopulation will be a benefit to all pupils, but particularly benefit our "unduplicated" pupils since these populations have a demonstrated achievement gap and are likely to benefit from closer monitoring and internal accountability for their growth.

Finally, the additional LCFF Supplemental funding allows us to purchase additional Intervention teacher staff. Providing more academic support will be a benefit to all pupils, but particularly benefit our "unduplicated" pupils since these populations have a demonstrated achievement gap and are likely to participate disproportionately in these additional services.

## APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.68	%
The services described above represent increased or improved services for low income, foster youth, and English Learner students. We expect these strategic investments to yield increased access to our school of choice from historically disadvantaged communities as well as improved service and responsiveness to their particular needs once enrolled and attending our school.	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.



# APPENDIX X – SYCAMORE VALLEY ACADEMY 2016 LOCAL CONTROL ACCOUNTABILITY PLAN

## Expenditure Summary

Expenditures by Budget Category				
Budget Category	Year 1	Year 2	Year 3	
All Budget Categories	\$361,593	\$0	\$0	
1000-1999 Certificated Salaries	251,093	0	0	
2000-2999 Classified Salaries	20,000	0	0	
5000-5999 Services and Other Operating Expenses	90,500	0	0	
Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	
All Funding Sources	\$361,593	\$0	\$0	
LCTF Base	174,000	0	0	
LCTF S & C	175,593	0	0	
Teacher Effectiveness	12,000	0	0	
Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$361,593	\$0	\$0
1000-1999 Certificated Salaries	LCTF Base	174,000	0	0
1000-1999 Certificated Salaries	LCTF S & C	91,593	0	0
2000-2999 Classified Salaries	LCTF Base	10,500	0	0
2000-2999 Classified Salaries	LCTF S & C	11,500	0	0
5000-5999 Services and Other Operating Expenses	LCTF S & C	90,500	0	0
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	12,000	0	0
Expenditures by Goal and Funding Source				
Funding Source	Year 1	Year 2	Year 3	
All instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.				
All Funding Sources	100,500	0	0	
LCTF Base	15,000	0	0	
LCTF S & C	85,500	0	0	
Teacher Effectiveness	12,000	0	0	
Teachers and administrators report positive sustainability (work/life balance), able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).				
All Funding Sources	124,500	0	0	
LCTF Base	124,500	0	0	
Comprise a diverse student body, representative to the demographics of our community				
All Funding Sources	79,000	0	0	
LCTF S & C	79,000	0	0	
Students engage in the ongoing pursuit of learning and continuous process of growth and are change-makers, leading transformation in their school and community through their contributions.				
All Funding Sources	48,700	0	0	
LCTF Base	34,200	0	0	
LCTF S & C	14,500	0	0	

## THE ACADEMIES

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**A Charter Management Organization  
(nonprofit that manages multiple public charter schools)**

### CONFLICT-OF-INTEREST CODE

This code is designed to ensure that board members of The Academies and employees of the public charter schools within The Academies do not engage in government decision-making in which the officer or employee may have a personal financial interest. In addition, board members and decision-making employees designated in the public charter school's conflict-of-interest code<sup>1</sup> are required to file periodic public statements disclosing their personal economic interests (Form 700).<sup>2</sup>

The Fair Political Practices Commission has adopted a regulation that contains the terms of a model conflict-of-interest code. Therefore, the terms of 2 Cal. Code of Regs., Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated by this reference and, together with the attached APPENDIX A – DESIGNATED FILERS, and APPENDIX B – DISCLOSURE CATEGORIES, constitutes the conflict-of-interest code of this public charter school.

Persons serving in designated positions (APPENDIX A) shall file periodic disclosure statements (Form 700) with this charter management organization, as required by law, and pursuant to notice from this organization's filing officer. The disclosure statements shall be retained by the charter management organization for no less than seven (7) years, and shall be made available for public inspection and reproduction upon request.

First adopted by Board of Directors:  
Revised for Corporate Restructure:

Date: May 25, 2011  
Date: August 1, 2016

Approved by Tulare County Board of Supervisors:

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

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<sup>1</sup> Government Code section 82019

<sup>2</sup> Government Code section 87302(b)

APPENDIX A  
(DESIGNATED FILERS)

<u>DESIGNATED POSITIONS</u>	<u>DISCLOSURE CATEGORIES</u>
Directors in Board of Directors	1, 4A, 5
Superintendent	1, 4A, 5
Principal	1, 4A, 5
Vice-Principal	1, 4A, 5
Auditor	2, 4A
General Legal Counsel	1, 4A, 5

**APPENDIX B  
(DISCLOSURE CATEGORIES)**

Designated persons in the following categories must disclose:

1. **Full Disclosure:**

All interests in real property located entirely or partly within this public charter school's jurisdiction or boundaries, or within two miles of this public charter school's jurisdiction or boundaries or of any land owned or used by this public charter school. Such interests include any leasehold, ownership interest or option to acquire such interest in real property.

All investments, business positions, ownership and sources of income, including gifts, loans and travel payments.

2. **Full Disclosure (excluding interests in real property):**

All investments, business positions, ownership and sources of income, including gifts, loans and travel payments.

3. **Interests in Real Property (only):**

All interests in real property located entirely or partly within this public charter school's jurisdiction or boundaries, or within two miles of this public charter school's jurisdiction or boundaries or of any land owned or used by this public charter school. Such interests include any leasehold, ownership interest or option to acquire such interest in real property.

4. **General Contracting (two options):**

A. All investments, business positions, ownership and sources of income, including gifts, loans and travel payments, from sources that provide, or have provided in the last two years, leased facilities, goods, supplies, materials, equipment, vehicles, machinery, services, or the like, including training or consulting services, of the type utilized by the public charter school.

***(Intended for designated persons whose duties and decisions involve contracting and purchasing for the entire public charter school.)***

B. All investments, business positions, ownership and sources of income, including gifts, loans and travel payments, from sources that provide, or have provided in the last two years, leased facilities, goods, supplies, materials, equipment, vehicles, machinery, services, or the like, including training or consulting services, of the type utilized by the employee's department or area of authority.

***(Intended for designated persons whose duties and decisions involve contracting and purchasing for a specific department or area of authority.)***

5. **Grant/Service Providers that Oversee Programs (two options):**

A. All investments, business positions, ownership and sources of income, including gifts, loans and travel payments, or income from a nonprofit organization, if the source is of the type to receive grants or other monies from or through this public charter school.

***(Intended for designated persons whose duties and decisions involve awards of monies or grants to organizations or individuals.)***

B. All investments, business positions, ownership and sources of income, including gifts, loans and travel payments, or income from a nonprofit organization, if the source is of the type to offer or provide consulting, rehabilitative or educational services concerning the prevention, treatment or rehabilitation of persons.

***(Intended for designated persons who also approve programs for rehabilitative services.)***



## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### Superintendent

#### Job Title: Superintendent

#### **Job Purpose:**

The Superintendent supervises the Charter Management Organization (“CMO”) staff, administrative staff, and business services staff of the Charter Management Organization, and operates as the chief executive officer and President of the nonprofit public benefit corporation. The Superintendent acts as the instructional leader of the Charter Management Organization, and is responsible for facilitating the instructional programs outlined in the approved charters of the CMO.

#### **Team Relationship:**

The Superintendent is directly responsible to the Board of Directors.

#### **Essential Job Functions:**

- Ensures the Charter School(s) enact the mission/vision.
- Supervises and evaluates direct reports, as indicated by organizational chart.
- Develops Board agendas and materials for regular monthly meetings and calls and prepares for Emergency or Special meetings as needed. Follows established Leadership Protocols.
- Oversees school finances and maintains up-to-date financial records to ensure financial stability.
- Conceptualizes the broad goals of the Charter Management Organization, translates goals into plans (including a Strategic Plan), designs an organizational structure capable of accomplishing CMO goals, assesses the effectiveness of implemented plans toward achieving desired outcomes, and ensures a cycle of continuous improvement to drive the CMO toward excellence and mission/vision attainment.
- Develops and maintains the educational program, ensures organizational alignment and consistency with the charter(s). Organizes and implements an appropriate instructional program, periodically evaluates the effectiveness of the instructional program, communicates support system needs to the Board.
- Maintains appropriate working relationships with crucial stakeholders (the board, staff, authorizer(s), district itinerant staff, and community)
- Serves or appoints a designee to serve on any committees of the Charter School.
- Coordinates insurance (Worker’s Compensation and personnel benefits program).
- Identifies the staffing needs within the CMO, recruits new staff, orients and assists new staff to ensure all staff are prepared to fulfill their role in a manner consistent with the mission/vision and CMO culture.
- Interviews and recommends employee hiring, promotion and/or dismissal.
- Ensures that appropriate evaluation techniques are used for both students and staff.
- Disciplines, issues corrective feedback, or establishes Improvement Plans for individual staff members as needed.
- Ensures compliance with all applicable state and federal laws and helps secure local grants.
- Initiates and participates in fundraising for the organization.
- Completes and submits required documents as requested or required by the charter and/or Board of Directors and/or the chartering District(s).
- Determines infrastructural needs (i.e. pertaining to facilities, personnel, support services, technology, etc.) and ensures the organization makes smart investments to increase

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

organizational capacity and support systems. Establishes and maintains the organizational infrastructure to deliver a high quality charter education.

- Establishes and maintains administrative procedures to handle vital tasks such as maintaining/managing student records, personnel records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and project timetables.
- Develops administrative procedures to ensure Board Policies are carried out in a manner consistent with law/regulations, and ensures these procedures are implemented appropriately. Regularly reviews CMO policies, and suggests revisions to these and CMO Employee and Family Handbooks annually.
- Promotes and publishes the Charter School(s) in the community, promotes positive public relations, and interacts effectively with media to establish a strong CMO brand and community trust/ good will.
- Encourages and supports teacher professional development.
- Attends District Administrative meetings as requested by the District and stays in direct contact with the District regarding changes, progress, etc.
- Ensures the organization submits all required compliance reports, including financial/budget reports, proper attendance reporting, Annual Performance Report to the District, the SARC, and other nonprofit-related reporting.
- Presents independent fiscal audit to the Board of Directors.
- Prepares for charter renewal(s), including the rewrite of the charter document(s), and represents the Charter Schools in the negotiation of essential agreements with authorizer(s), including but not limited to a Memorandum of Understanding, Facility Use Agreement, or Special Education Memorandum of Understanding
- Participates in professional development workshops and training as needed.
- Performs other related duties as assigned.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or a third party provider.

### **Job Qualifications:**

#### **Education/Certifications**

- Bachelor's degree. (required)
- MA or equivalent. (desirable)
- California Administrative and Teaching Credential. (desirable)

#### **Experience**

- Teaching experience. (desirable)
- Administrative experience. (desirable)
- Charter school experience. (desirable)

#### **Skills, Knowledge, and/or Abilities Required**

- Excellent communication and community-building skills.
- Extensive knowledge of and experience with curriculum development.
- Belief in The Academies' educational philosophy and program elements, including commitment to the Mission and to gifted education advocacy.
- A thorough knowledge of special education needs and issues.
- Strong leadership capabilities, including entrepreneurial and strategic vision.
- Caring for students and their success in learning: a deep commitment to student achievement.
- Strong instructional leadership and a positive role model for staff and students.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Commitment to excellence and ongoing professional growth.
- Effective conflict resolution skills.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair.
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these.
- Ability to follow established procedures in an emergency situation.

The Board of Directors of The Academies will consider candidates for the Superintendent position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Commitment to excellence and ongoing professional growth.
- Effective conflict resolution skills.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair.
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these.
- Ability to follow established procedures in an emergency situation.

The Board of Directors of The Academies will consider candidates for the Superintendent position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### Principal

#### Job Title: Principal

#### **Job Purpose:**

The Principal serves as the chief administrator of a Charter School, developing and implementing programs, curriculum and instructional resources, and budgets in a manner that promotes the educational growth of each student and the professional development of each staff member. The Principal supervises the instructional and non-instructional staff and manages the Charter School's day-to-day functions. The Principal acts as an instructional leader at the Charter School and is responsible for facilitating the instructional program as outlined in the "Educational Philosophy and Instructional Program" sections of the governing charter.

#### **Team Relationship:**

The Principal is directly responsible to the Superintendent.

#### **Essential Job Functions:**

- Ensures the Charter School enacts its mission/vision.
- Supervises and evaluates site teachers and staff, as indicated by organizational chart.
- Communicates and reports to the Superintendent.
- Oversees school site finances and ensures timely processing of Accounts Payable invoices, maintains up-to-date financial records
- Administers school site contracts (i.e. copier, telephone, Internet, etc.).
- Participates in fundraising for the Charter School.
- Manages student discipline in a manner consistent with Charter Management Organization ("CMO") protocols and, as necessary, implements the suspension and expulsion process.
- Participates in IEP, 504, SST and other parent meetings as necessary.
- Hires qualified substitute teachers as needed.
- Ensures the security of the school building and ensures School Site Safety Plans are annually updated, and staff receive adequate training to ensure student safety on a daily basis, as well as in an emergency situation.
- Serves or appoints a designee to serve on any committees of the Charter School.
- Interviews and recommends employee hiring, promotion, discipline, and/or dismissal.
- Ensures site-level compliance with all applicable state and federal laws
- Communicates with parents, recruits new families and students, and assures families of academic growth.
- Takes responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Ensures that appropriate evaluation techniques are used for both students and staff.
- Follows CMO protocols for managing confidential or sensitive information and organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing records, etc.
- Engages in general planning, conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the school program.
- Coordinates staff to ensure the Charter School is aligned with the legal, financial, and organizational structure of the CMO. The principal articulates the responsibilities and accountability of staff members at the Charter School to ensure effective use of personnel resources and an effective team.



## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

- A thorough knowledge of special education needs and issues.
- Strong leadership capabilities, including entrepreneurial and strategic vision.
- Caring for students and their success in learning: a deep commitment to student achievement.
- Strong instructional leadership and a positive role model for staff and students.
- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Commitment to excellence and ongoing professional growth.
- Effective conflict resolution skills.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair.
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these.
- Ability to follow established procedures in an emergency situation.

The Board of The Academies will consider candidates for the Principal position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### Vice Principal

#### Job Title: Vice Principal

#### **Job Purpose:**

The Vice Principal is a supervisor to the instructional and non-instructional staff in the Charter School's day-to-day functions. The Vice Principal is an instructional leader at the Charter School and shall assist in the facilitation of the instructional program as outlined in the "Educational Philosophy and Instructional Program" sections of the governing charter. This individual interacts with parents/guardians, students, and the public frequently, and must reflect the values and the mission of the school at all times. The Vice Principal contributes his/her talents to support an excellent school program and positive school culture at the Charter School.

#### **Team Relationship:**

The Vice Principal is directly responsible to the Principal.

#### **Essential Job Functions:**

- Supervises, counsels, and disciplines students; intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Enforces school rules and policies and implements the suspension and expulsion process as necessary.
- Manages the school safety program, including the generation of a school site safety plan (updated annually), regular training for staff in procedures and protocol in an emergency situation.
- Monitors the safety and security of the campus and/or directs and coordinates teacher or support staff to ensure supervision of all coverage areas.
- Manages the student performance data system for the school with the assistance of the Instructional Coach.
- Analyzes trends in student performance data for the purposes of planning staff development, evaluation of program and teacher effectiveness, and selection of instructional materials or resources needed.
- Engages in strategic planning of the school, including plans for staffing and facility needs, and enrollment growth.
- Contributes to effective organizational management to maintain legal compliance and an effective academic program, including maintenance of important school records, as well as evaluation and improvement of school-wide systems for maximum programmatic benefit.
- Assists in monitoring finances of the school, in long-term budgeting and planning, and in preparing for the annual, external compliance and financial audit of the school.
- Aides in fundraising efforts of the Charter School.
- Develops schedules to meet program goals with financial efficiency and maximal use of staff talent.
- Helps the school select highly qualified individuals for hire via participation in the hiring process.
- Observes and evaluates teacher performance.
- Supports teacher professional development and locates resources for staff development or training as needed.
- Maintains school compliance with all applicable state and federal laws, Board policies, and authorizer requirements via review, record-keeping, and timely communication with staff.
- Assists in the development and facilitation of student recruitment and marketing plans to ensure viability of the school and to achieve demographic diversity as described in our charter.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

- Communicates effectively with members of the community, and with all stakeholders: the staff, the students, the parents, the Board of The Academies, and VUSD staff and/or VUSD Board members.
- Takes responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Makes arrangements for the use of qualified substitute teachers as needed.
- Promotes and publishes the Charter School in the community, promotes positive public relations, and interacts effectively with media.
- Maintains positive relations with the authorizing District and other agencies.
- Participates in IEP meetings as necessary.
- Participates in professional development workshops and training as needed.
- Acts as Principal in the absence of the Principal.
- Performs other related duties as assigned.

### **Job Qualifications:**

#### Education/Certifications

- Bachelor's degree. (required)
- MA or equivalent. (desirable)
- California Administrative and Teaching Credential. (desirable)

#### Experience

- Teaching experience. (desirable)
- Administrative experience. (desirable)
- Charter school experience. (desirable)

#### Skills, Knowledge, and/or Abilities Required

- Excellent communication and community-building skills.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Extensive knowledge of and experience with curriculum and teacher development.
- Belief in The Academies' educational philosophy and program elements, including commitment to the Mission and to gifted education advocacy.
- A thorough knowledge of special education needs and issues.
- Strong leadership capabilities, including entrepreneurial and strategic vision.
- Caring for students and their success in learning: a deep commitment to student achievement.
- Strong instructional leadership and a positive role model for staff and students.
- Knowledge of educational psychology, learning theories, and developmentally appropriate practices.
- Creative-thinking and ability to prioritize and understand the "big picture" while moving the school/staff forward incrementally.
- Commitment to excellence and ongoing professional growth.
- Effective conflict resolution skills: ability to diffuse strong emotions with empathetic and measured responses or actions that are grounded in school policy and philosophy.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and consistent/fair.
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these.
- Ability to follow established procedures in an emergency situation.

The Board of The Academies will consider candidates for the Vice Principal position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

### Instructional Coach

#### Job Title: Instructional Coach

#### **Job Purpose:**

The Instructional Coach facilitates the school's instructional model by supporting teachers in curriculum development, modeling best instructional practices, observing classroom instruction, and coaching teachers, both one on one and in grade level teams, to build teacher capacity. The Instructional Coach supports the Superintendent, the Principal(s) and Vice Principal(s) in providing professional development to staff, in the development and ongoing maintenance/revision of the vertical articulation of curricular resources, and in identifying and planning for the professional development of the CMO's teachers. This individual will play a key role in supporting the implementation of mission-aligned instructional goals. The Instructional Coach interacts with parents/guardians, students, and the public frequently, and must reflect the values and the mission of the school at all times. The Instructional Coach will contribute his/her talents to support an excellent school program and positive school culture of the schools within The Academies.

#### **Team Relationship:**

The Instructional Coach is directly responsible to the Superintendent.

#### **Essential Job Functions:**

##### **Teacher Support**

- Assists teachers with curriculum development and lesson planning.
- Assists new teachers, in a collaborative model of observation, lesson demonstration, and reflective conversation, to analyze their practice and promote effective instructional practices.
- Models effective differentiated instruction.
- Facilitates grade level collaboration in planning and implementing grade level Common Core Standards, Gifted teaching strategies, and Project Based Learning experiences.
- Participates in continued professional development, in order to provide the most current research on best practices to teaching staff.
- Collaborates with individuals and grade level teams in analyzing common assessments and student data to identify student needs and inform instructional decision-making.

##### **Curriculum Support**

- Assists with the development of, and yearly review/revision of the bank of curricular and instructional resources, as well as delineation of "other professional duties" to support teacher performance
- Collaborates with individual grade level teams to develop and align curriculum, in order to ensure consistency in the learning experience of all students.
- Collaborates with teachers across grade levels, to vertically align curriculum and best practices.
- Assists in providing professional development to new and returning teachers, according to The Academies' instructional model, as well as adopted materials and curriculum.

##### **Administrative Support**

- Provides support to Principal(s) and Vice Principal(s) in staff development for teachers, specialists and aides, and provides input during the evaluation process.
- Assists with testing coordination and implementation (Internal MAP assessments and CASPP).
- Makes recommendations to administration related to purchasing of grade level curriculum.
- Develops the school-wide master schedule for classroom teachers, specialists and aides.
- Contributes to the strategic thinking of the school leadership and collaborates with administration.
- Helps staff maintain a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### **Job Qualifications:**

#### **Education/Certifications**

- Bachelor's degree. (required)
- Master's degree. (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

#### **Experience**

- Five or more years' experience as an effective classroom teacher.
- Experience in research-based instructional practices.
- Previous coaching or teacher leadership experience. (desired)

#### **Skills, Knowledge and/or Abilities**

- Ability to successfully carry out job description duties.
- Demonstrated knowledge of the Common Core State Standards, Gifted Standards and Gifted teaching strategies.
- Ability to collect and analyze data, in order to plan for instruction.
- Ability to design and deliver quality professional development.
- Effective collaboration skills and interpersonal skills, in order to maintain an environment with a common instructional focus, promoting school goals, and conveying expectations.
- Demonstrated interest and engagement in professional learning and reflection.
- Knowledge of school operations and procedures.
- Demonstrated ability to effectively communicate in a professional and positive manner, both orally and in writing.
- Friendly and courteous demeanor; a positive role model for students and staff.
- A love for students and learning.
- A commitment to the mission/vision of The Academies, and an enthusiastic support for its educational philosophy.
- Appropriate use of standard English language, in writing and in speech.
- Ability to take initiative and follow through on assignments.
- Strong organizational skills and detail-oriented personality.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to operate a copier, laminator, and similar school machines.
- Strong leadership and effective staff management skills.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Superintendent and to work cooperatively with all other staff.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Board of The Academies will consider candidates for the Instructional Coach position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.



## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### Core Academic Teacher

#### **Job Title: Core Academic Teacher**

#### **Job Purpose:**

The Core Academic Teacher is a highly valued resource of the Charter School. This professional manages, instructs, and guides students toward growth in core academic subject areas, designs, paces, and provides meaningful learning experiences for students, enacts and embodies the Mission of The Academies, and contributes his/her talents to create an excellent program and positive school culture at the Charter School.

#### **Team Relationship:**

The Core Academic Teacher is directly responsible to the Principal.

#### **Essential Job Functions:**

- Provides core subject instruction in mathematics, language arts, history/social studies, and/or science in a manner consistent with the charter and educational philosophy of the school.
- Provides academic, creative, and service-learning enrichment opportunities and incorporates these to complement core academics whenever possible.
- Assesses students, monitors student progress, and maintains grades and scores.
- Sets goals and standards for student achievement.
- Plans and paces curriculum to ensure continuous learning.
- Communicates with administration to implement feedback for continuous professional improvement.
- Monitors the safety and security of students.
- Serves on committees and task forces to support the school's success.
- Contributes to extra-curricular activities such as sports, clubs, etc.
- Participates in professional development workshops and training as needed.
- Participates in IEP meetings as necessary.
- Works a flexible schedule in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Collaborates with fellow faculty and administrators to advance proven learning practices, develop/ pace curriculum, and share strategies for student success as a member of a team.
- Communicates with parents and sees parents as a resource.
- Meets deadlines and is well organized.
- Maintains a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

#### **Job Qualifications:**

##### **Education/Certifications**

- Bachelor's Degree. (required)
- Valid California Teaching Credential(s), certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required for the relevant grade(s). (required)
- EL Authorization (CLAD, BCLAD, or CTEL Certificate) (required)
- Appropriate supplemental or multi-subject credential(s), as applicable. (required)

## APPENDIX Z – CURRENT JOB DESCRIPTIONS FOR KEY ROLES

### Experience

- Two or more years teaching experience. (desired)

### Skills, Knowledge and/or Abilities Required

- A love for students and learning and a positive role model for students.
- A commitment to the mission/vision of The Academies.
- A proven track record of/ eagerness to be innovative and dynamic in instructional methods.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Strong instructional leadership.
- Caring for students and their success in learning: a deep commitment to student achievement.
- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Experience implementing differentiated instruction, thematic learning, constructivist or Montessori methods, and project-based learning, or an enthusiastic willingness to support these features of our program.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- Ability to modify the curriculum and materials for all students.
- Strong classroom management skills and a proactive approach to student discipline.
- Effective conflict resolution skills.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair.
- Recognition and acceptance of his/her responsibility for the success of The Academies, the charter school as a whole, as well as the success of individual students, and flexibility, resourcefulness, and commitment to these.
- Commitment to excellence and ongoing professional growth.
- Ability to follow established procedures in an emergency situation.

Board of The Academies will consider candidates for a Core Academic Teacher position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit. The following full or part time positions are considered Core Academic Teacher assignments:

- Kindergarten Teacher
- 1/2 Multi-age Teacher
- 3/4 Multi-age Teacher
- 5/6 Multi-age Teacher
- 7/8 Multi-age Teacher
- Specialist Teachers, when subjects taught are Science, English/Language Arts, Mathematics, or History/Social Studies

## APPENDIX AA – OUTREACH & DIVERSITY IN THE FIRST CHARTER TERM

### Outreach & Diversity in Sycamore Valley Academy's first charter term

It is the intent of the Charter School that our student population should reflect the diversity of the District. (For further discussion of the diversity of the District, see Section 5, Educational Philosophy and Instructional Program, "Students to Be Served.") Our

An environment wherein and process that allow for a broad-based recruiting and application process	2014-15 Early one page application in English and Spanish	2014-15 Early one page application in English and Spanish	2013-14 Early one page application in English and Spanish	2012-13 Early one page application in English and Spanish	Pre-opening
Electronic communications: School website ( <a href="http://www.sycamorevalleyacademy.org">www.sycamorevalleyacademy.org</a> ) and social media (Facebook)	Updated website with great deal of program content provided; made more user friendly and added a Mobile version. Facebook, Bi-weekly "News & Notes" email blasts to keep community informed, on page involvement and participation, and increase transparency. Once per quarter "Mission Vision" email publication reflecting philosophy or program stories that support Mission and Vision aligned in programming designed to increase parent understanding of the reasoning behind the way we embrace their learners.	Website with great deal of program content provided; Facebook, Bi-weekly "News & Notes" email blasts to keep community informed, encourage involvement and participation, and increase transparency.	Website with great deal of program content provided; Facebook, Bi-weekly "News & Notes" email blasts to keep community informed, encourage involvement and participation, and increase transparency.	Website with great deal of program content provided; Facebook.	Website with great deal of program content provided; Facebook.
Neighborhood canvassing, including those neighborhoods with underrepresented demographics	Staff attended community picnic during Admissions Window to provide flyer and admissions application. A Food Link event in October and Visual Arts Fair (also meet)				Farmers Market, G. Wall A meetings
Flyers and brochures, business cards	Developed marketing, brochure, for targeted low-income neighborhoods	Developed marketing, brochure, for targeted low-income neighborhoods			
Press releases to local news outlets (including Spanish language media, such as Vision of Valle)	November 2013; January 2014; March 2014	January 2014	January 2014; January 2013; September 2013	December 2011; June 2012	
Informational meetings	Four informational meetings (bilingual) held during Admissions Window on school campus (SVA). Seven campus tours offered (monthly, with two in February)	Four informational meetings (bilingual) held during Admissions Window on school campus (SVA). Seven campus tours offered (monthly, with two in February)	Four informational meetings (bilingual) held during Admissions Window on school campus (SVA)	Four informational meetings (bilingual) held during Admissions Window on school campus (SVA)	Four informational meetings (bilingual) held during Admissions Window at Oremhead Montessori School, and Radiant Church (was located in North Central Valley at the time)
Language translation to the extent possible	All flyers, applications, and flyers printed in English and Spanish. Translator available at all info meetings and school tours. Radio commercials in Spanish on Spanish language radio. Spanish language script provided for Office Assistant during Admissions Window. Spanish speaking staff could call interested Spanish-speaking parents back and reply to their inquiries. Spanish speaking staff available for inquiries.	All flyers, applications, and flyers printed in English and Spanish. Translator available at all info meetings and school tours. Radio commercials in Spanish on Spanish language radio. Spanish language script provided for Office Assistant during Admissions Window. Spanish speaking staff could call interested Spanish-speaking parents back and reply to their inquiries. Spanish speaking staff available for inquiries. TV commercials on Spanish language stations.	Spanish language script provided for Office Assistant during Admissions Window. Spanish speaking staff could call interested Spanish-speaking parents back and reply to their inquiries.		
Reach out to local leaders and organizations such as faith-based organizations, Latino Policy of Tulare County, Tulare County Hispanic Roundtable	Flyers and applications at Head Start preschool facilities. Outreach at Rock & Roll Farmers Market event. Spoke at Rotary. Rotary partners established.	Spoke at Rotary	Spoke at Vision event partnership. Spoke at Rotary	League of Women Voters, spoke at Rotary	
Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population. Marketing strategies will be adjusted annually to the extent that and admissions demographic data indicates which marketing campaigns are most efficacious for appealing to these subgroups.	Continued the use of an ad hoc committee "Outreach & Diversity Committee" to review practices and marketing opportunities and to develop new plans to affect demographic diversity. This committee also analyzed which efforts to date were yielding results and identified new opportunities/areas for use. Additionally, long term versus short term outreach communication objectives/messages were identified.	Continued the use of an ad hoc committee "Outreach & Diversity Committee" to review practices and marketing opportunities and to develop new plans to affect demographic diversity. The committee also analyzed which efforts to date were yielding results and identified new opportunities/areas for use.	Established an ad hoc committee "Outreach & Diversity Committee" to review practices and marketing opportunities and develop plans to affect demographic diversity.		
Number of Students Served Free and Reduced Price Lunch English Learners Hispanic Students	360 Students 33% FRL 9% EL 36%	298 Students 30% FRL 4% EL 33%	225 Students 26% FRL 3% EL 38%	127 Students 18% FRL 1% EL 30%	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies Multiyear Budget Summary As of most recent monthly close					
	2016/17	2017/18	2018/19	2019/20	
	Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Notes
SUMMARY					
Revenue					
General Block Grant	2,795,231	2,913,267	2,969,777	3,070,453	
Federal Revenue	38,241	41,616	42,704	43,792	
Other State Revenues	141,105	119,364	70,654	72,640	
Local Revenues	52,396	54,712	55,806	56,922	
Fundraising and Grants	80,000	70,000	75,000	75,000	
Total Revenue	3,086,973	3,198,959	3,203,941	3,318,707	
Expenses					
Compensation and Benefits	2,399,166	1,880,361	1,941,889	2,006,489	
Books and Supplies	90,332	81,739	83,373	85,041	
Services and Other Operating Expenditures	548,313	1,113,866	1,128,357	1,137,275	
Depreciation	14,359	14,059	10,726	10,059	
Total Expenses	3,042,160	3,090,025	3,164,346	3,238,864	
Operating Income	44,812	108,934	39,595	79,843	
Fund Balance					
Beginning Balance (Unaudited)	798,471	813,284	922,218	961,813	
Operating Income	44,812	108,934	39,595	79,843	
Ending Fund Balance	843,283	922,218	961,813	1,041,656	
Ending Fund Balance as a % of Expense	27%	30%	30%	32%	

## APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies  
Multiyear Budget Summary  
As of most recent monthly close

Enrollment Summary  
K-3  
4-6  
7-8  
9-12  
Total Enrolled

ADA %

K-3  
4-6  
7-8  
9-12  
Average

ADA

K-3  
4-6  
7-8  
9-12  
Total ADA

	2016/17	2017/18	2018/19	2019/20	
Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Notes
168	168	168	168	168	
126	126	126	126	126	
84	84	84	84	84	
-	-	-	-	-	
378	378	378	378	378	
96%	96%	96%	96%	96%	
96%	96%	96%	96%	96%	
96%	96%	96%	96%	96%	
96%	96%	96%	96%	96%	
160.4	160.4	160.4	160.4	160.4	
120.3	120.3	120.3	120.3	120.3	
80.2	80.2	80.2	80.2	80.2	
0.0	0.0	0.0	0.0	0.0	
361.0	361.0	361.0	361.0	361.0	



# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies		2016/17	2017/18	2018/19	2019/20	Notes
Multiyear Budget Summary		Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	
As of most recent monthly close						
<b>LCFF Entitlement</b>						
8011	Charter Schools LCFF - State Aid	1,927,128	2,082,474	2,352,846	2,668,729	Based on FCMAT calculator 17.2 projections
8012	Education Protection Account Entitlement	466,379	429,089	205,207	-	Greater of \$200 per ADA or percentage of state aid until EPA expires in 19-20
8096	Charter Schools in Lieu of Property Taxes	401,724	401,724	401,724	401,724	VUSD 15-16 P2 local property tax of \$1,112.84 per ADA
<b>SUBTOTAL - LCFF Entitlement</b>		2,795,231	2,913,267	2,959,777	3,070,453	
<b>Federal Revenue</b>						
8100	Special Education - Entitlement	33,831	36,856	37,808	38,760	Revenues retained by VUSD
8291	Title I	4,410	4,780	4,896	5,032	\$268.5 per Title I eligible student, conservative estimate of per pupil rates based on VUSD 14-15 rate of \$637 per FRL student
8292	Title II	-	-	-	-	\$35 per Title II eligible student conservative estimate of per pupil rates based on VUSD 14-15 rate of \$70 per FRL student
8298	Implementation Grant	-	-	-	-	
<b>SUBTOTAL - Federal Income</b>		38,241	41,616	42,704	43,792	
<b>Other State Revenues</b>						
8300	Special Education - Entitlement (State)	-	-	-	-	Revenues retained by VUSD
8381	Child Nutrition - State	4,768	-	-	-	VUSD-administered program
8520	Mandated Cost Reimbursements	99,227	68,894	70,654	72,640	\$14 per PY ADA in 16-17
8560	State Lottery Revenue	88,110	-	-	-	\$189 per ADA per CDE
8590	All Other State Revenue	-	-	-	-	\$200 per PY ADA one-time funding included in 16-17 CA budget
8593	Prop 39 Clean Energy	-	50,380	-	-	Final payment of multiyear energy efficiency project plan
8594	Start-up Grant	-	-	-	-	
<b>SUBTOTAL - Other State Income</b>		141,105	119,364	70,654	72,640	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies					
Multiyear Budget Summary					
As of most recent monthly close					
	2016/17	2017/18	2018/19	2019/20	
	Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Notes
<b>Other Local Revenue</b>					
8600 Interest	719	733	748	763	
8676 After School Program Revenue	51,677	53,978	55,058	56,159	Based on 15-16 average revenue per instructional day
8689 All Other Fees and Contracts	-	-	-	-	
8693 Field Trips	-	-	-	-	
<b>SUBTOTAL - Local Revenues</b>	<b>53,396</b>	<b>54,712</b>	<b>55,806</b>	<b>56,922</b>	
<b>Donations/Fundraising</b>					
8800 Donations - Parents	35,000	40,000	45,000	45,000	
8802 Donations - Private	15,000	15,000	15,000	15,000	
8803 Fundraising	10,000	15,000	15,000	15,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>60,000</b>	<b>70,000</b>	<b>75,000</b>	<b>75,000</b>	
<b>TOTAL REVENUE</b>	<b>3,048,973</b>	<b>3,199,959</b>	<b>3,203,941</b>	<b>3,318,707</b>	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies Multiyear Budget Summary As of most recent monthly close									
					2016/17	2017/18	2018/19	2019/20	
					Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Notes
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>1000 Certified Salaries</b>									
1100 Teachers Salaries					1,015,920	952,132	971,174	980,538	16 FT classroom teachers; expense decreases in Yr 2 as instructional coach will be provided through CMO
1101 Teacher - Stipends					10,000	10,200	10,404	10,612	Extra duty stipends
1103 Teacher - Substitute Pay					10,500	10,710	10,924	11,143	Estimated 2% absence rate
1111 Teacher - Elective					112,123	-	-	-	6 Subject area teachers provided by CMO beginning in 17-18
1150 Teacher - Intervention					50,176	-	-	-	3 Teachers provided by CMO beginning in 17-18
1300 Certificated Supervisor & Administrator Salaries					319,000	202,980	207,040	211,180	Principal, Vice Principal, Superintendent; Superintendent moves to CMO in 17-18
<b>SUBTOTAL - Certificated Employees</b>					<b>1,517,719</b>	<b>1,175,022</b>	<b>1,199,542</b>	<b>1,223,533</b>	
<b>2000 Classified Salaries</b>									
2100 Classified Instructional Aide Salaries					160,280	163,485	168,755	170,090	10 PT instructional aides
2400 Classified Clerical & Office Salaries					118,510	33,334	34,000	34,680	2 FT clerical positions; Dir. Operations moves to CMO in 17-18
2905 Other Classified - After School					26,584	27,116	27,658	28,211	3 PT aides
2930 Other Classified - Maintenance/grounds					34,580	35,272	35,977	36,697	1.5 FTE custodians
<b>SUBTOTAL - Classified Employees</b>					<b>337,954</b>	<b>259,206</b>	<b>264,390</b>	<b>269,678</b>	
<b>3000 Employee Benefits</b>									
3100 STRS					190,929	189,700	195,285	221,827	14.43% of certificated payroll in 17-18, 16.28% 18-19, 18.13% in 19-20
3300 OASDI-Medicare-Alternative					48,203	37,134	37,871	38,624	
3400 Health & Welfare Benefits					295,728	193,430	200,490	207,808	\$9,822 per FTE per year, growing at 3.65% per year
3500 Unemployment Insurance					13,943	10,278	9,026	9,030	3.60% per first \$-57K of pay per person
3600 Workers Comp Insurance					44,536	34,445	35,134	35,837	2.40% of payroll, per insurance guide
3900 Other Employee Benefits					144	147	150	153	County processing fees
<b>SUBTOTAL - Employee Benefits</b>					<b>533,483</b>	<b>445,133</b>	<b>477,956</b>	<b>513,277</b>	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies		2016/17	2017/18	2018/19	2019/20	Notes
Multiyear Budget Summary		Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	
As of most recent monthly close						
<b>Books &amp; Supplies</b>						
4000	Approved Textbooks & Core Curricula Materials	12,500	12,750	13,005	13,265	
4200	Books & Other Reference Materials	10,000	10,200	10,404	10,612	
4300	Materials & Supplies	500	510	520	531	
4320	Educational Software	-	-	-	-	
4325	Instructional Materials & Supplies	5,000	5,100	5,202	5,306	
4326	Art & Music Supplies	3,000	3,060	3,121	3,184	
4330	Office Supplies	15,000	15,300	15,606	15,918	
4335	PE Supplies	4,320	4,406	4,495	4,584	
4345	Teacher Supplies	11,330	11,557	11,788	12,023	
4350	Uniforms	530	541	551	562	
4352	After-school Program	2,122	2,164	2,208	2,252	
4410	Classroom Furniture, Equipment & Supplies	7,500	5,000	5,100	5,202	
4420	Computers (individual items less than \$5k)	7,500	5,000	5,100	5,202	
4430	Non Classroom Related Furniture, Equipment & Supplies	5,000	5,100	5,202	5,306	
4710	Student Food Services	5,000	-	-	-	Program administered by VUSD
4720	Other Food	1,030	1,051	1,072	1,093	
<b>SUBTOTAL - Books and Supplies</b>		<b>90,332</b>	<b>81,739</b>	<b>83,373</b>	<b>85,041</b>	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies Multiyear Budget Summary As of most recent monthly close						
		2016/17	2017/18	2018/19	2019/20	
		Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Notes
<b>Services &amp; Other Operating Expenses</b>						
5000	Subagreements for Services	-	637,584	703,407	687,081	CMO service fees, including intervention & specialist teachers, operations & IT support, and back office, etc.
5100						
5215	Travel - Mileage, Parking, Tolls	2,500	2,550	2,601	2,653	
5220	Travel and Lodging	5,000	5,100	5,202	5,306	
5225	Travel - Meals & Entertainment	1,167	1,190	1,214	1,236	
5305	Dues & Membership - Professional	3,000	3,060	3,121	3,184	
5400	Insurance	3,183	-	-	-	Provided by CMO beginning in 17-18
5500	Operations & Housekeeping	6,000	6,120	6,242	6,367	
5515	Janitorial, Gardening Services & Supplies	6,000	6,120	6,242	6,367	
5520	Security	3,825	3,902	3,980	4,058	
5525	Utilities - Waste	6,860	6,793	6,923	7,088	
5535	Utilities - All Utilities	56,658	67,990	81,588	97,906	Increased 20% from estimated 15-18 expense, billed by VUSD Expense for Prop 39 space included in district oversight
5610	Rent	-	-	-	-	
5615	Repairs and Maintenance - Building	7,957	78,554	7,500	7,650	Provided by CMO beginning in 17-18
5603	Accounting Fees	8,000	-	-	-	
5609	Banking Fees	240	245	250	255	
5612	Business Services	144,862	-	-	-	
5624	District Oversight Fees	111,808	116,531	118,391	122,818	Back office support, provided by CMO beginning in 17-18
5630	Field Trips Expenses	19,570	19,961	20,361	20,788	4% of LCFF revenues for oversight and Prop 39 facilities
5636	Fingerprinting	357	-	-	-	Provided by CMO beginning in 17-18
5639	Fundraising Expenses	7,957	8,116	8,278	8,444	
5643	Interest - Loans Less than 1 Year	-	-	-	-	
5645	Legal Fees	-	-	-	-	Provided by CMO beginning in 17-18
5648	Licenses and Other Fees	2,500	-	-	-	
5651	Marketing and Student Recruiting	2,448	2,497	2,547	2,598	
5657	Payroll Fees	2,000	-	-	-	Provided by CMO beginning in 17-18
5660	Printing and Reproduction	3,672	3,745	3,820	3,897	
5663	Professional Development	5,000	5,100	5,202	5,306	
5672	Special Education Enrichment	15,000	15,300	15,606	15,918	BTSA, CAG, PBL, TCDE offerings
5675	Staff Recruiting	12,649	12,996	13,256	13,521	\$35 per ADA
5677	Student Activities	2,052	-	-	-	Provided by CMO beginning in 17-18
5678	Student Assessment	3,183	3,247	3,312	3,378	
5680	Student Health Services	7,210	7,354	7,501	7,651	
5687	Technology Services	4,254	4,339	4,426	4,514	
5693	Transportation - Student	10,000	10,200	10,404	10,612	
5693	Communications - Internet / Website Fees	73,130	74,593	76,084	77,606	No change to current service contract
5810	Postage and Delivery	6,000	6,120	6,242	6,367	
5915	Communications - Telephone & Fax	1,061	1,082	1,104	1,126	
5920		3,409	3,477	3,547	3,618	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>\$48,313</b>	<b>1,113,866</b>	<b>1,128,357</b>	<b>1,137,275</b>	



## APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

The Academies		2016/17	2017/18	2018/19	2019/20	Notes
Multiyear Budget Summary		Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	Projected Budget - SVA	
As of most recent monthly close						
<b>Capital Outlay</b>						
6000	Sites & Improvement of Sites	-	-	-	-	
6100	Buildings & Improvement of Buildings	-	-	-	-	
6200	School Libraries	-	-	-	-	
6300	Equipment	-	-	-	-	
6400	Computers (capitalizable items)	-	-	-	-	
6410	Furniture (capitalizable items)	-	-	-	-	
6420	Other Equipment (capitalizable items)	-	-	-	-	
6430	Equipment Replacement	-	-	-	-	
6500		-	-	-	-	
<b>SUBTOTAL - Capital Outlay</b>		-	-	-	-	
<b>TOTAL EXPENSES</b>		3,027,802	3,075,966	3,153,620	3,228,895	
<b>Depreciation Calculation</b>						
Prior Year (Yr 0 or before) Depreciation Impact		14,359	14,069	10,726	10,059	Depreciation for prior years capital outlay
8900	<b>Total Depreciation (includes Prior Years)</b>	14,359	14,069	10,726	10,059	
<b>TOTAL EXPENSES including Depreciation</b>		3,042,160	3,090,025	3,164,346	3,238,954	

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

## The Academies - SVA

Monthly Cash Flow

	2016/17											
	Actual & Projected						Forecast					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>Beginning Cash</b>	339,990	541,065	411,791	289,411	359,164	322,497	281,549	337,017	295,282	386,708	407,409	401,803
<b>Revenue</b>												
LCPE Endowment	-	113,008	135,746	598,993	150,803	193,803	305,953	152,803	287,473	340,839	217,163	217,163
Federal Income	-	-	-	477	477	17,504	477	9,029	17,504	477	17,025	17,504
Other State Income	-	-	-	5,160	5,160	5,347	5,160	5,088	5,347	5,088	5,163	5,347
Local Revenues	-	-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	113,008	141,596	317,597	204,447	221,654	317,557	230,895	276,324	352,282	245,349	246,005
<b>Expenses</b>												
Compensation & Benefits	91,403	210,222	214,406	210,222	209,505	215,227	215,102	210,222	210,222	205,380	205,380	191,409
Books & Supplies	1,753	21,160	21,372	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116
Services & Other Operating Expenses	20,870	26,480	59,741	47,053	47,053	47,303	47,395	52,895	55,812	46,150	46,900	46,900
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	114,026	257,862	295,519	262,391	261,674	268,146	267,613	268,133	271,151	256,646	256,616	213,424
<b>Operating Cash Inflow (Outflow)</b>	(114,026)	(144,854)	(121,098)	55,206	(57,227)	(46,492)	49,944	(37,238)	5,371	95,636	(11,271)	2,581
Revenues - Prior Year Accounts	315,721	15,006	-	-	15,006	-	-	-	-	-	-	-
Expenses - Prior Year Accounts	(80,120)	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summertime for Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	5,544	5,544	5,544	5,544	5,544	5,544	5,544	5,544	5,544	5,544	5,544
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	541,065	411,791	298,114	359,164	322,497	281,549	337,017	275,282	386,708	407,409	401,803	409,807

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

## The Academies - SVA

Monthly Cash Flow

	2017/18											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>Beginning Cash</b>	409,807	550,742	416,979	316,760	400,811	384,866	384,058	474,286	458,188	448,118	522,341	514,799
<b>Revenue</b>												
LCPE Endowment	-	176,382	150,465	333,737	216,203	216,203	332,797	216,203	247,766	308,260	219,647	219,647
Federal Income	-	-	-	-	-	-	10,404	97,246	-	10,404	-	41,616
Other State Income	-	-	-	-	-	-	5,386	5,386	5,386	5,386	5,386	5,386
Local Revenues	-	-	5,386	5,386	5,386	5,386	5,386	5,386	5,386	5,386	5,386	5,386
Rentals and Grants	-	-	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300
<b>Total Revenue</b>	-	176,382	163,046	346,195	228,889	228,889	355,559	245,847	260,249	331,651	249,291	272,229
<b>Expenses</b>												
Compensation & Benefits	85,044	166,364	146,040	155,961	165,450	171,155	169,561	165,964	165,221	162,221	152,221	151,807
Books & Supplies	1,353	19,039	19,265	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576
Services & Other Operating Expenses	62,140	89,611	100,012	96,234	96,344	97,049	96,264	96,264	104,321	94,392	94,392	95,754
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	148,537	255,014	265,317	256,821	266,410	272,889	270,521	266,234	275,148	261,185	251,185	252,236
<b>Operating Cash Inflow (Outflow)</b>	(138,730)	(78,672)	(102,338)	89,374	(37,521)	(43,999)	85,038	(20,387)	(14,899)	70,466	(1,894)	(80,007)
Revenues - Prior Year Accounts	333,746	17,666	-	-	17,586	39,241	-	-	-	-	-	-
Expenses - Prior Year Accounts	(3,255)	(7,837)	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summertime for Teachers	(63,351)	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	549,717	472,070	314,641	406,031	369,360	325,361	410,400	389,853	404,010	474,576	514,290	494,840

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

## The Academies - SVA

Monthly Cash Flow

	2019/20											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>Beginning Cash</b>	409,840	633,813	525,247	414,456	516,241	503,264	487,364	571,474	559,463	588,173	553,363	586,169
<b>Revenue</b>												
LCPE Endowment		136,953	154,856	331,014	223,746	223,746	331,014	323,746	292,822	303,872	284,602	354,502
Federal Income		-	-	-	-	-	10,676	-	-	10,676	-	-
Other State Income		-	-	-	-	-	5,906	7,063	-	-	17,663	-
Local Revenues		-	5,895	5,206	5,206	5,693	5,906	5,696	5,506	5,506	5,006	5,693
Fundraising and Grants		-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
<b>Total Revenue</b>		136,953	167,849	344,020	236,752	236,752	354,636	254,416	305,919	227,554	256,171	277,694
<b>Expenses</b>												
Compensation & Benefits	67,077	171,455	174,163	171,455	171,004	175,386	174,614	171,455	171,455	167,710	157,710	155,955
Books & Supplies	1,590	19,419	19,419	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789
Services & Other Operating Expenses	168,225	75,724	100,136	96,352	96,352	97,133	96,352	96,352	105,031	86,035	85,035	95,615
Capital Outlay		-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	137,292	260,598	293,918	272,576	272,145	277,798	275,125	272,576	281,256	267,515	267,515	257,160
<b>Operating Cash Inflow (Outflow)</b>	(137,292)	(123,685)	(126,069)	71,443	(35,393)	(41,046)	28,511	(18,160)	24,663	(39,961)	21,656	20,214
Revenues - Prior Year Accounts		42,486	-	-	17,246	20,308	-	-	-	-	-	-
Expenses - Prior Year Accounts		(9,100)	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year		-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year		-	-	-	-	-	-	-	-	-	-	-
Summertime for Teachers		5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable		-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt		-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation		-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes		-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	633,813	525,247	414,456	516,241	503,264	487,364	571,474	559,463	588,173	553,363	586,169	611,534

# APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

## The Academies - SVA

Monthly Cash Flow

	2018/2019											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>Beginning Cash</b>	611,534	729,846	627,811	527,871	538,638	568,322	598,006	627,811	657,626	687,441	717,256	747,071
<b>Revenue</b>												
LCPE Endowment	-	157,340	-	-	-	-	-	-	-	-	-	-
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-
Other State Income	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	157,340	-	-	-	-	-	-	-	-	-	-
<b>Expenses</b>												
Compensation & Benefits	69,601	171,125	177,125	177,125	177,125	177,125	177,125	177,125	177,125	177,125	177,125	177,125
Books & Supplies	1,418	19,907	20,032	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885
Services & Other Operating Expenses	68,892	72,813	101,077	97,135	97,135	97,135	97,135	97,135	97,135	97,135	97,135	97,135
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	140,111	271,005	300,943	279,321	279,321	279,321	279,321	279,321	279,321	279,321	279,321	279,321
<b>Operating Cash Inflow (Outflow)</b>	(140,111)	(111,459)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)	(115,993)
Revenues - Prior Year Accounts	315,823	17,853	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accounts	(9,281)	(8,287)	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdings for Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	729,846	627,811	527,871	538,638	568,322	598,006	627,811	657,626	687,441	717,256	747,071	776,886



## APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

### Sycamore Valley Academy Budget Narrative

Prepared by EdTec, Sycamore Valley Academy Consultant

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Sycamore Valley Academy's programs as described in the charter petition. Assumptions and analysis are based on historical financial data from Sycamore Valley Academy (SVA) and similar charter schools.

#### Revenues

##### Enrollment and Average Daily Attendance Assumptions

	2016-17	2017-18	2018-19	2019-20
Kindergarten	42	42	42	42
1 <sup>st</sup> Grade	42	42	42	42
2 <sup>nd</sup> Grade	42	42	42	42
3 <sup>rd</sup> Grade	42	42	42	42
4 <sup>th</sup> Grade	42	42	42	42
5 <sup>th</sup> Grade	42	42	42	42
6 <sup>th</sup> Grade	42	42	42	42
7 <sup>th</sup> Grade	42	42	42	42
8 <sup>th</sup> Grade	42	42	42	42
<b>Total Enrollment</b>	<b>378</b>	<b>378</b>	<b>378</b>	<b>378</b>
ADA	361.0	361.0	361.0	361.0
Percentage	95.5%	95.5%	95.5%	95.5%

The Local Control Funding Formula (LCFF) was signed by the Governor on June 27, 2013. Using the Fiscal Crisis and Management Assistance Team (FCMAT) calculator version 17.2b, post 2016-17 State Budget Approval, the LCFF rates used are as follows:

	2016-17	2017-18	2018-19	2019-20
<b>Implementation</b>	54.18%	72.99%	40.36%	73.98%
<b>LCFF Entitlement per ADA</b>	7,743	8,070	8,199	8,506

Demographic information is based on current data for SVA:

Free and reduced lunch eligible (FRL): 36%

Unduplicated pupils (UPP): 39%

English learners (EL): 5%

Sycamore Valley Academy (SVA) has increased its unduplicated count from 30% in 13-14 to 39% in 15-16. FRL students made up 19% of SVA's student body in 12-13, and those students now are 36% of the school community. If SVA has a higher UPP in coming years, the LCFF rate will increase due to a higher supplemental grant, which will result in higher revenues. The allocation of property tax is based on VUSD's 2015-16 P-2 rate of \$1,112.84 per ADA. The Education Protection Account (EPA) is assumed to be a percentage of state aid per FCMAT projections until it expires in 2019-20.

## APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS

SVA plans to participate in Title I and II programs upon approval of its LEA Plan, or required process as the Every Student Succeeds Act is implemented in California. SVA estimates \$269 per eligible student for Title I and \$35 per eligible student for Title II.

The school has budgeted for state lottery revenue, at the per ADA rate of \$189, according to the California Department of Education's most recent estimate. The 2016-17 Governor's Adopted Budget includes approximately \$1.28 billion in one-time discretionary block grants for further the implementation of the state-adopted academics standards (~200 per 15-16 ADA).

SVA continues to develop its fundraising program. Fundraising revenues include donations from parents, grant makers, and other members of the local community. Sycamore Valley has tripled its contributed income since its first year in operation, and the projected goals in the budget are reflective of this success.

### Expenses

Expenses have been conservatively estimated by the petitioners and EdTec based on current market conditions in Visalia and Tulare County. Expense assumptions have been increased 2.0% per year. Below is a summary of the major expense categories and their underlying assumptions.

#### Staffing and Benefits

SVA has a salary schedule that takes into account those of local school districts. Teachers have an average salary of \$59,700 in 16-17; this is in line with the salary schedule set by the Sycamore Valley Academy Board of Directors. Salaries will increase at 2% per year. A Principal and Vice Principal will oversee academic and operational management of the school. Operational support positions include clerical and custodial positions. The CMO provides subject area specialist teachers, intervention teachers, and additional operational support beginning in 2017-18. Fees for these expenses are included in the services and other operating expenses (5000 series) area of the budget.

SVA spending just under \$10,000 per year per employee 2016-17 on health insurance, which increases at 3.65% in out years. STRS is included and increased each year.

#### Books and Supplies

SVA plans to spend approximately \$225 per student on books and supplies per year, based on prior year expenses. Since SVA has reached its full enrollment and will not have additional grade level growth, most expenses are for consumables and replacements. This is in line with average charter school expenses.

#### Services and Operating

Service fees from The Academies (CMO) include specialist teachers (subject area specialists) and intervention teachers. CMO-wide expense (audit, legal, marketing, recruiting, back office, insurance) and administrative support salaries (Superintendent, Director of Operations, and clerical support) are also included in the fee. Fees are allocated to SVA proportionally by ADA, allowing the school access to these supports without overburdening the school financially.

## **APPENDIX AB – 3-YEAR BUDGET AND CASH FLOW ASSUMPTIONS**

Travel and conferences and dues and memberships expenses are for local trainings and California Charter School Association membership.

Estimates for utilities expenses are based on Sycamore Valley Academy's historical costs and current estimate for 2015-16 expenses. Utilities expenses increase 20% annually. SVA will continue using VUSD facilities through Proposition 39; expenses for usage are included in increased oversight fees to the district.

The school has budgeted to contract with a back office business provider to provide the following services: accounting, accounts payable, budgeting, forecasting, attendance reporting, compliance reporting, and payroll services. SVA will receive these services through the CMO.

Special Education encroachment expense is \$35 per ADA, based on most recently available information from VUSD.

The school also budgeted for professional development, payroll fees, technology, health services, and communications. All of these assumptions are in line with typical charter school expenditures.

### **Capital Outlay**

SVA does not anticipate any capital projects at this time. Depreciation for prior purchase of capital assets and projects is included.

### **Cash Flow**

Sycamore Valley Academy projects positive cash balances in all months. The school completed repayment of the California School Finance authority Revolving Loan Program in 2015-16. No deferrals of state aid apportionments are included in the budget, however these revenues are usually received in the month following the apportionment as it takes county offices several business days to issue funds to the schools. Sycamore can utilize additional cash flow financing if needed. There are several companies, such as Charter Asset Management or Charter School Capital, that provide receivables sale financing and are available on short notice.

### **Contingencies and Reserves**

In each fiscal year the school plans to exceed a budget reserve equal to 5% of total annual expenses.

## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

### **The Academies Board Policy 12-002 Student Suspension and Expulsion Policy**

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within THE ACADEMIES. In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as THE ACADEMIES's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charters so long as the amendments comport with legal requirements. THE ACADEMIES and its charter school staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

THE ACADEMIES administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from THE ACADEMIES's website.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom THE ACADEMIES has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("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. THE ACADEMIES will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom THE

## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

ACADEMIES has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### A. Grounds for Suspension and Expulsion of Students

1. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of THE ACADEMIES or at any other school or a THE ACADEMIES-sponsored event at anytime including but not limited to:
  - a) while on school grounds;
  - b) while going to or coming from school;
  - c) during the lunch period, whether on or off the school campus;
  - d) during, going to, or coming from a school-sponsored activity.

### B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, threatened to cause, or aided and abetted as defined in Section 31 of the Penal Code in the infliction or the attempted infliction of physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - a. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
12. Knowingly received stolen school property or private property.



## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

- a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the

## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee's concurrence.

**Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee's concurrence.

**Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students



## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (d) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (e) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (f) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item



## APPENDIX AC – STUDENT SUSPENSION AND EXPULSION POLICY

from a certificated school employee, with the Superintendent or Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall

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not be contingent upon attendance by the pupil's parent or guardian at the conference.

### 2. Notice to Parents/Guardians

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

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### D. Authority to Expel

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

### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall

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be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the THE ACADEMIES Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. THE ACADEMIES must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, THE ACADEMIES must present evidence that the witness' presence is both desired by the witness and will be helpful to THE ACADEMIES. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### G. Record of Hearing

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

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### H. Presentation of Evidence

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

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

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

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

The Decision of the THE ACADEMIES Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with THE ACADEMIES.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student



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### J. Disciplinary Records

THE ACADEMIES shall maintain records of all student suspensions and expulsions at THE ACADEMIES. Such records shall be made available to the District upon request.

### K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from THE ACADEMIES as the THE ACADEMIES Board of Directors' decision to expel shall be final.

### L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Tulare County or their school district of residence. THE ACADEMIES shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### M. Rehabilitation Plans

Students who are expelled from THE ACADEMIES shall be given a rehabilitation plan upon expulsion as developed by the THE ACADEMIES Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to THE ACADEMIES for readmission.

### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the THE ACADEMIES Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the THE ACADEMIES Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon THE ACADEMIES's capacity at the time the student seeks readmission.

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- O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities
  - 1. Notification of District

THE ACADEMIES shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.
  - 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
  - 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, THE ACADEMIES, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If THE ACADEMIES, 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 THE ACADEMIES, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that THE ACADEMIES 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 ACADEMIES agree to a change of placement as part of the modification of the behavioral intervention plan.

If THE ACADEMIES, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and

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that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then THE ACADEMIES may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or THE ACADEMIES 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 ACADEMIES, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and THE ACADEMIES agree otherwise.

### 5. Special Circumstances

THE ACADEMIES 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 Superintendent or his/her designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated THE ACADEMIES's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if THE ACADEMIES had knowledge that the student was disabled before the behavior occurred.

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THE ACADEMIES 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 THE ACADEMIES 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 THE ACADEMIES personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other THE ACADEMIES supervisory personnel.

If THE ACADEMIES 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 ACADEMIES had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. THE ACADEMIES shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by THE ACADEMIES pending the results of the evaluation.

THE ACADEMIES 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.

This policy was formally revised at a meeting of the THE ACADEMIES Board of Directors on

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Karin Aure, Board Secretary