

Hidden Figures Academy* (HFA)
Middle School
Grades 6-8

A STEAM School Designed with the Adolescent in Mind

Submitted by
Urban Charter Schools Collective

Initial Charter School Petition
For the term November 2, 2017 to June 30, 2022

November 2, 2017 to June 30, 2018 - Planning
July 1, 2018 to June 30, 2022 - Operational

Presented to the Governing Board of the Sacramento City Unified School District

Submitted September 8, 2017

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Appendix B. Items for Element 4: Governance

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2. UCSC Bylaws
3. Roster of UCSC Board members
4. Schedule of regular UCSC Board meetings in 2016-17
5. Conflict of Interest Policy
6. Code of Ethics for Board members
7. Scholar Handbook

Appendix C. Items for Element 6: Health and Safety

1. YPSA School Health Safety Plan that will be used until HFA develops its own
2. UCSC Employee Handbook
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Appendix D. Items for Element 8: Admission Requirements

1. Letter of Interest in each of four languages: English, Spanish, Hmong, and Chinese
2. School Registration Form – a.k.a. Enrollment Form

Appendix E. Items for Element 16: Procedures for School Closure

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1. Grade 6 ELA CCSS Planning Checklist
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Requirements Prior to Petition Submission Checklist

. √ Charter Department meeting

- At least 30 days prior to petition submission.

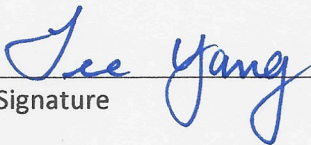
. √ Letter of Petition Intent – signed. August 17 Board meeting.

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department

. √ Petitioner Assurances and Disclosures – signed. August 17 Board meeting.

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department

Lee Yang, Superintendent UCSC
Name


Signature

August 15, 2017
Date

Hidden Figures Academy
Charter School Name

Letter of Petition Intent

To: Sacramento City Unified School District Board of Education

From: Lee Yang, Superintendent Urban Charter Schools Collective (UCSC)

Date: August 17, 2017

It is the intent of the Urban Charter Schools Collective (UCSC) to submit an initial charter petition for Hidden Figures Academy on September 8, 2017. The anticipated school opening date is August 2018.

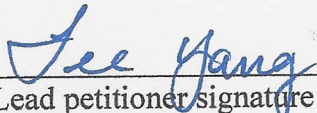
Hidden Figures Academy seeks to be a classroom based charter school serving grades 6, 7, 8 with an anticipated initial enrollment of 150 students and an anticipated year five enrollment of 225 students.

Hidden Figures Academy seeks to be located in the New Tech High School vicinity on district owned property.

UCSC/Hidden Figures Academy is a 501 (c) (3) non-profit organization that seeks to be direct funded.

Hidden Figures Academy is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,


Lead petitioner signature

August 15, 2017
Date

Mr. Lee Yang
Lead petitioner name

Petitioner Assurances and Disclosures

 v Yes No

Petitioner has read and understands the Petitioner Requirements as available on the District's website.

 v Yes No

Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.

 v Yes No

Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.

 v Yes No

Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.

 v Yes No

Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 90 days of the petition submission date.

 v Yes No

Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.

 v Yes No

Petitioner understands that petition approval is contingent upon signed MOUs within 30 days of Board Action (Independents only).

 Yes v No

Petitioner will operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.

 v Yes No

Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)

 v Yes No

Petitioner will follow the Petition Submission Requirements.

 v Yes No

Petitioner is submitting a signed Letter of Petition Intent with this form.

Lee Yang, Superintendent UCSC
Name

Lee Yang
Signature

August 15, 2017
Date

Hidden Figures Academy
Charter School Name

Assurances-General

- ☒ Yes ☐ No Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)]
- ☒ Yes ☐ No Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)]
- ☒ Yes ☐ No Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)]
- ☒ Yes ☐ No Petitioner will not charge tuition. [Ed. Code §47605(d)(1)]
- ☒ Yes ☐ No Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)]
- ☒ Yes ☐ No Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)]
- ☒ Yes ☐ No Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- ☒ Yes ☐ No Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- ☒ Yes ☐ No Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l)]
- ☒ Yes ☐ No Petitioner will at all times maintain all necessary and appropriate insurance coverage.
- ☒ Yes ☐ No Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- ☒ Yes ☐ No Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)]
- ☒ Yes ☐ No Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative

record, including a transcript or report card and health information. [Ed. Code §47605(d)(3)]

☒ Yes ☐ No

Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.

☒ Yes ☐ No

Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

☒ Yes ☐ No

Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)]

☒ Yes ☐ No

Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days.

☒ Yes ☐ No

Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)]

☒ Yes ☐ No

Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property.

☒ Yes ☐ No

Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)]

☒ Yes ☐ No

Petitioner will require the Charter School Board to comply with the provisions of the Brown Act.

☒ Yes ☐ No

Petitioner will comply with the provisions of the California Public Records Act.

☒ Yes ☐ No

Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1.

☒ Yes ☐ No

Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D).

☒ Yes ☐ No

Petitioner shall comply with all applicable portions of the Every Student Succeeds Act.

Lee Yang, Superintendent UCSC

Name



Signature

August 15, 2017

Date

Hidden Figures Academy

Charter School Name

Assurances-Health and Safety

- ☒ Yes ☐ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- ☒ Yes ☐ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- ☒ Yes ☐ No Petitioner will require 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. [Health & Safety Code §120325 et seq.]
- ☒ Yes ☐ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- ☒ Yes ☐ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- ☒ Yes ☐ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- ☒ Yes ☐ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- ☒ Yes ☐ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- ☒ Yes ☐ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
 - Student wellness
 - Food service
 - Campus supervision
 - Field trip supervision
 - Screening of volunteers
- ☒ Yes ☐ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- ☒ Yes ☐ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.
- ☒ Yes ☐ No Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

☒ Yes ☐ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Lee Yang, Superintendent UCSC
Name

Lee Yang
Signature

August 15, 2017
Date

Hidden Figures Academy
Charter School Name

Chapter II. Introduction

The proposed Hidden Figures Academy (HFA) is a small middle school with a focus on Science, Technology, Engineering, Art, and Mathematics (STEAM). It would serve 225 early adolescent students in grades 6, 7, and 8. School is in session Monday through Friday. Classes start at 8:30 a.m. and end at 5:15 p.m., except on Friday when dismissal is at 4:05 p.m..

The Urban Charter Schools Collective (UCSC) will operate HFA. UCSC is a nonprofit public benefit corporation with tax-exempt status. UCSC's purpose as stated in its Articles of Incorporation is to *manage, operate, guide, direct, support, and promote public charter schools that serve underprivileged students.*

Since 2010, UCSC has successfully operated Yav Pem Suab Academy Charter School (YPSA), a K-6 school renewed in 2015 by the SCUSD Board of Education. During its first five-year term, YPSA earned API scores of 752, 806, and 800, respectively, during the final three years of the former state testing program, which ended in 2013. The state goal for all schools was 800. YPSA met the goal with a student body of 46% English learners and 73% eligible for Title I. In that final year, only 25 of the 85 schools in the district received an API of at least 800.

HFA would be UCSC's second school. A five-year term from 2017-18 to 2021-22 is being requested. HFA would begin operation in 2018-19. 2017-18 would be a planning year supported by a \$575,000 federal Public Charter Schools Grant, for which HFA is applying. YPSA received a similar grant when it started in 2010.

1. Fulfilling a Need. We designed Hidden Figures Academy to meet the needs expressed by parents, former middle school students, soon-to-be middle school students, educators, and community members. Bullying, for example, was a major concern expressed by almost every student and adult we interviewed. They all wanted a middle school with a safe, nurturing, and welcoming environment. Those with children attending YPSA before matriculating to middle school felt social skills such as the LIFESKILLS taught at YPSA should continue in middle school.

Essentially, parents want a school where young adolescents can safely begin their transition from childhood to adulthood while achieving academically. Adolescence is from the Latin *adolescere*, meaning to *grow up*. During the transition, adolescents are often concerned with issues of self-concept, self-esteem, identity, meaning of life, relationships with others, relationships with family, relationships with peers, romance, and physical change.

Academically, the students we interviewed described their middle school experience as "boring." They complained about having too much "boring" homework, too many "boring" worksheets, not enough movement, and few or no opportunities for art or music class. As one scholar noted, *"I love science. I wish we could do experiments, labs, see visuals...you know – touch things. All we do is read this textbook and then answer questions at the end of the chapter. It's boring."*

Both parents and students sought a more hands-on and engaging learning environment. They wanted courses in Science, Technology, Engineering, and Math (STEM) in order to adequately

prepare their children for the future. At the same time, they wanted after-school classes and/or clubs to provide extended learning opportunities and built-in academic support for children who were struggling. It became very clear they wanted us to design a middle school experience very different from what was available to them in traditional middle schools.

2. Designing a Program Around How Young Adolescents Learn. Sometimes our existing schools do not engage and provide what early adolescent scholars need to succeed both academically and socially. The illustration on the cover of *The One Best System*, Daniel Tyack's landmark book about the history of public education in America, reminds us to reflect on how we as adults design schools to effectively raise and educate our young early adolescent citizens.

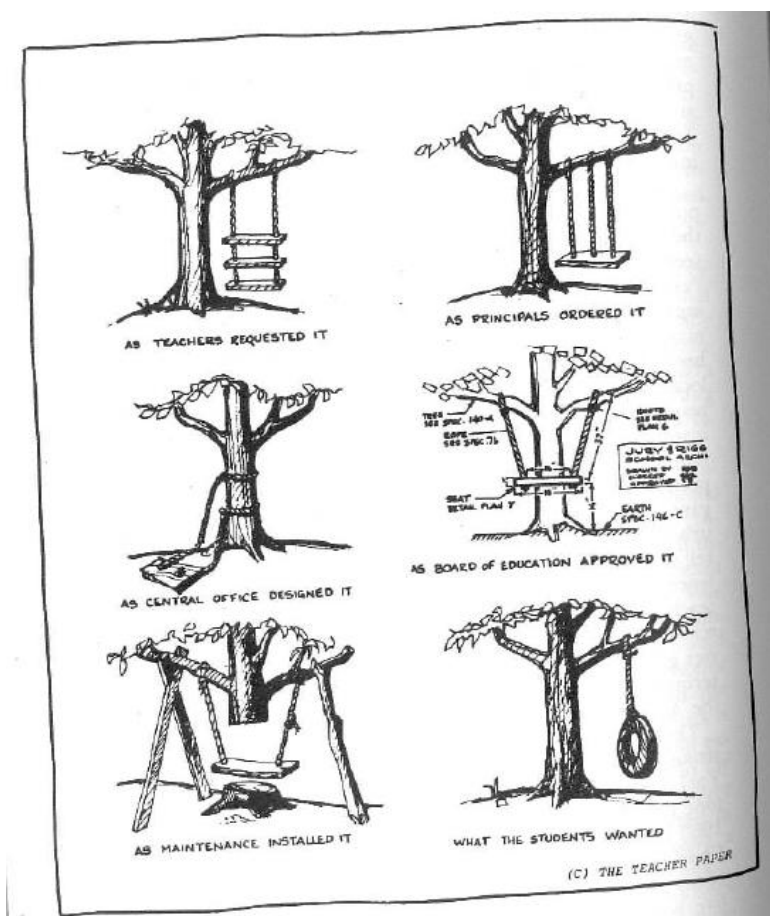


Figure 1. From Daniel Tyack's *The One Best System*

The Educational Program found in this petition describes how HFA plans to address the aforementioned concerns and create a meaningful and engaging program for each of the adolescent scholars enrolled. At both HFA and YPSA, a scholar is a student who comes prepared each day to learn and who practices the notion that “smart” is not something you are born with, but something you get from hard work. Scholars believe and practice the Efficacy Institute idea of *think you can, work hard, get smarter*. All scholars are students, but not all students are scholars.

3. The Mission. The mission of the proposed HFA and the UCSC is to grow and nurture underserved scholars to become high-performing individuals who are able to critically think by using an integrated, brain-compatible approach to teaching and learning.

4. The Vision. HFA's vision is to develop self-motivated, lifelong scholars and principled leaders who are productive, responsible, and contributing members of society. They will be prepared to compete globally and make a positive impact in their community and in the world.

HFA scholars will develop confidence and courage to ask questions and solve problems. Thus, moving us closer to realizing the American dream articulated in our country's flag salute: *One nation, under god, with liberty and justice for all.*

A dream modeled and fought for by ordinary citizens such as our school's namesakes: Mary Jackson, Katherine Johnson, and Dorothy Vaughn, three courageous and distinguished African American female mathematicians working for the National Aeronautics and Space Administration (NASA) during the Space Race between the United States and Russia (1957 to 1975). In 2016, the hit movie *Hidden Figures* recognized their long-ignored talents and achievements.

5. What's Different at HFA. In passing the Charter Schools Act of 1992, the state legislature wanted to: *encourage the use of different and innovative teaching methods; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

Given the legislature's invitation, here are a dozen features distinguishing HFA from the typical middle school.

- Emphasis on STEAM using innovative STEAM curriculum from Project Lead the Way (PLTW) and Professor Pod Pi.
- An adolescent-brain-compatible educational program recognizing and incorporating the adolescent needs of 1) peer acceptance, 2) risk taking, 3) sensation seeking, and 4) reward seeking.
- Small school of 225 young adolescents enrolled in grades 6, 7, and 8 with average class size of 25 scholars.
- Classes in session Monday through Friday 8:30 a.m. to 5:15 p.m. (except Friday to 4:05 p.m.) for a total of 71,825 annual minutes of instruction. This is 17,825 minutes more than the state requirement of 54,000.
- Afternoon enrichment classes for all and *What-I-Need* (W.I.N.) sessions for scholars who need extra help.

- Focus on long-term English learners (LTEL) becoming fluent and reclassified.
- A “House” program dedicated to community building, team work, and collaboration.
- Service learning projects for all scholars with an emphasis on civics education.
- Daily instruction in Taekwondo (TKD) martial arts and the Six Tenets of TKD: Courtesy, Integrity, Perseverance, Self-Control, Indomitable Spirit, and Victory.
- Daily practice of the HEART Skills: Honor, Empathy, Accountability, Respect, Teamwork and daily practice of the Lifelong Guidelines: Trustworthiness, Truthfulness, Active Listening, No Put Downs, and Personal Best.
- Staff learning each scholar’s name and need and addressing him/her by name with a warm greeting each and every time when meeting.
- Possibly co-locating on the campus of New Technology High School. This would be mutually beneficial. New Tech would have an opportunity to recruit future scholars and their parents on a daily basis. Having up to 75 8th graders matriculate each year from HFA to New Tech may help solve the latter’s problem with declining enrollment and financial stability. Potential HFA parents like the idea of co-locating and safely matriculating from one small school to another small school with a similar academic focus.

Chapter III. Affirmations Required by the Charter School Law

Hidden Figures Academy and the Urban Charter Schools Collective affirm and commit to fulfilling and complying with each of the conditions described in Education Code Section 47605, subdivision (d):

- Hidden Figures Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Hidden Figures Academy shall not charge tuition.
- Hidden Figures Academy shall not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other perceived characteristic contained in the definition of hate crimes set forth in Penal Code 422.5.
- Hidden Figures Academy shall not determine admission to the charter school based upon the place of residence of the student or his/her parent or guardian, within this state, except as allowed under Education Code 47605(d)(2).
- Hidden Figures Academy shall admit all pupils who wish to attend the school, subject to the school's 6th-8th grade capacity. If those wishing to attend exceed capacity, a public random drawing will be conducted as described in Element 8 of this petition.
- If a pupil is expelled or leaves Hidden Figures Academy 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 the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Chapter IV. Executive Summary

Hidden Figures Academy (HFA)

The heart of this charter petition begins with Chapter V, which describes the school's six LCAP goals and shows how they align with the eight state priorities and the one school-developed priority. A draft of the 2018-19 LCAP, using the state-approved template, is in Appendix F.

In Chapter VI, the responses to the 16 state-required elements are detailed. Element 1, the most important, describes an educational program designed around how young adolescents learn. Middle school students often describe school as boring. HFA's educational program shows how a place called school becomes exciting and meaningful by combining strategies from three strategic components:

- 1) Promoting Social Emotional Competence,
- 2) Controlling Time and Space, and
- 3) Using Adolescent-Brain-Compatible Strategies.

When the strategies from all three components are in play, the intended result is smart, responsible teenage citizens making a positive difference in the world.

The course of study includes a daily Taekwondo lesson as well as classes in English, History, Science, Math, and Technology Studies. Technology Studies include creating circuits and coding. Art (i.e., Monart drawing) is integrated into each of the subjects. English Language Development (ELD) is provided daily to English learners. In addition, scholars have the opportunity to participate in "House" activities and get additional help in *What-I-Need* (W.I.N.) sessions with teachers.

Elements 2 and 3 describe expected outcomes and how we inspect what we expect. The "usual" assessments are used to measure formative and summative outcomes. In addition, teachers will have a built-in 40 minutes each day to examine data, hypothesize why mastery was not achieved in a lesson, and develop new strategies using the Data Teams process.

Elements 4 through 16 are standard fare describing, respectively: Governance, Employee Qualifications, Health and Safety, Racial and Ethnic Balance, Admission Requirements, Audit of Financial and Programmatic Operations, Suspension and Expulsion, Retirement Coverage, District Employees' Rights, Dispute Resolution, Exclusive Employer Status, and Procedures for Closure.

Impact on the District is the title of Chapter VII. It includes HFA potentially co-locating on the New Tech High campus. Co-locating is described as mutually beneficial.

Chapter VIII is a checklist of things to accomplish during HFA's planning year 2017-18. 2018-19 will be the school's first year of operation.

Chapter IX concludes with a request for a five-year term.

Chapter V. LCAP Goals

1. LCAP Background

AB97 became law in 2013, requiring California public schools, including charter schools, to develop a Local Control Accountability Plan (LCAP) using a template adopted by the State Board of Education in 2016. In the plan, schools develop broad goals in which eight state priorities are achieved. Specific actions are taken to achieve the goals and, subsequently, the priorities. Each goal and its related activities may contribute to more than one priority.

In the case of charter schools, a plan must be submitted with the charter petition. The plan, however, is separate from the charter. If the plan was part of the charter, updates to the plan might be considered a material revision of the charter.

In developing a LCAP, a school must consult with teachers, the principal, other school personnel, parents, and scholars. To genuinely engage these stakeholders, the Hidden Figures Academy (HFA) Academy Council, led by the principal, will finalize a three-year plan within 90 days of the start of school in 2018-19. This approach recognizes that the members of the different stakeholder groups will not be known until after the school begins operation. The draft LCAP in Appendix F will be the starting point. It is presented using the required template. Thereafter, the LCAP will be updated every year by July 1st beginning July 1, 2019.

The goals and actions presented in this chapter and in Appendix F may change as more stakeholders become involved.

The remainder of this chapter summarizes the priorities, the tentative annual goals, and the tentative actions that lead to achieving the goals and satisfying the priorities.

2. LCAP Priorities: 8 State + 1 Site = 9 Priorities

The eight state priorities identified in AB97 are intended to represent key variables found in effective schools. They are described in Figure 2. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter.

HFA established a ninth priority promoting the principles of citizenship and adhering to our mission and vision statement: Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring, and contributing members of society. The ninth priority is described in Figure 3.

Priority #1: The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.

Priority #2: Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency.

Priority #3: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Priority #4: Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

Priority #5: Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates, (B) Chronic absenteeism rates, (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1, (D) High school dropout rates, (E) High school graduation rates.

Priority #6: School climate, as measured by all of the following, as applicable: (A) Pupil suspension rates, (B) Pupil expulsion rates, (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority #7: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

Priority #8: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 is for grades 1-6; Section 51220 is for grades 7-12).

Figure 2. The eight state LCAP priorities

Priority #9. Scholars actively practice and model core American values as they participate in and promote the democratic process. Students understand and apply the ideas behind key documents and speeches such as the Declaration of Independence, Lincoln’s *Gettysburg Address*, and Martin Luther King, Jr.’s *I Have a Dream Speech*.

Activities under this priority include completing social action projects designed to create positive change in our community; writing opinion letters for publication in newspapers or social media (e.g., letters to the editor); and studying and understanding how city ordinances and state laws are developed and approved. By doing so, scholars come to understand and appreciate the value of an education, become active participants in their own development, appreciate and understand their relationship with the broader community, and become self-motivated to participate and solve problems at the local, state, national, and global levels.

Figure 3. The ninth priority at HFA: Citizenship

3. LCAP Goals

Charter schools are required to describe annual goals for all pupils and each numerically significant subgroup to be achieved in each priority. Thirty is the threshold to become a numerically significant subgroup. For foster youth, however, the threshold is 15. Goals may address more than one priority.

In addition to “All Pupils,” three numerically significant subgroups are projected at HFA: Low Income, English learners, and Asian. Based on the assumption that the majority of scholars the first year will come from Yav Pem Suab Academy (YPSA), it is predicted that 73% or 110 of the 150 first-year scholars will qualify as Low Income. In addition, 38% or 57 will be English learners and 65% or 98 will be categorized as Asian. The data for these assumptions are included in Chapter VI, Element 1.

The six HFA-created goals lead to accomplishing the mission. The mission of HFA and the Urban Charter Schools Collective (UCSC) is to grow and nurture underserved scholars to become high-performing individuals through a brain-compatible education. HFA’s vision is to develop self-motivated, lifelong scholars and principled leaders, enabling them to be productive and responsible contributing members of society.

LCAP Goal 1. Create the infrastructure of an adolescent-brain-compatible education to support high quality and effective teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the HFA Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire a principal who understands the maturity, nuances, and mindset of adolescents and who can implement the five components of our educational program to gather and provide students with standards-aligned materials, standards-aligned hands-on learning, and standards-aligned iSTEAM curriculum and who represents the qualities of an exceptional leader. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)

- c. Action: Hire the necessary custodial staff to maintain the site in good repair and to support the positive school culture and climate. (Priorities 1, 5, 6, 9)
- d. Action: Implement the Academy Council decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Increase parent and teacher engagement in the Academy Council process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit grade level size to 75 per grade and class size to 25 or fewer scholars. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- g. Action: Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. (Priorities 3, 4, 5, 6, 7, 8, 9)
- h. Action: Create a parent advisory team (PAT) to increase parent engagement and for parents to provide input, feedback, and support for the educational program. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

LCAP Goal 2. Create a strong foundation that supports high quality and effective teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Create grade-level Backward Standards Maps incorporating *Common Core State Standards, ELD Standards, NGSS, other state-adopted standards, Grade-level themes, essential questions, iSTEAM components, being-there experiences, HEART Skills, Lifelong Guidelines, the Six Tenets of Taekwondo, study of hidden figures and heroes, and other strategies.* (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Create a welcoming, nurturing schoolwide environment that is safe and predictable with absence of threat. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Create an environment that is conducive to learning and a character-building program based on HEART Skills, the Lifelong Guidelines, positive affirmations, and the Six Tenets of TKD. (Priorities 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide appropriate and supplemental support for our English language learners including: a daily 20-minute block of ELD instruction provided in Humanities class to all scholars to teach how English works and English foundation skills during W.I.N. (a.k.a. What I Need) time to differentiate and target individual scholar needs. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Provide a series of afternoon clubs that support and develop academic skills as well as other adolescent-friendly passions and talents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- f. Action: Provide three to six being-there experiences per grade level to build background knowledge and make real-world connections. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- g. Purchase Common Core State Standard (CCSS)-aligned Science, Technology, Engineering, Art, and Math (STEAM) curriculum (e.g., Project Lead the Way (PLTW), Professor Pod Pi, and Monart) and integrate this curriculum across all disciplines. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- h. Purchase various materials and supplies to support instruction, learning, and operation of the school. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

LCAP Goal 3. Create a collaborative culture that supports and sustains high quality teaching and learning.

- a. Action: Provide ongoing professional development and support in content areas and for the schoolwide strategies described in the charter, including: *Common Core State Standards, ELD Standards, NGSS, other state adopted standards, Guided Language Acquisition Design (GLAD), Highly Effective Teaching Model (HET), Adolescent-Brain-Compatible Education, relationship-building, iSTEAM Training, Monart, Cultural Competency, Professional Learning Communities (PLCs), and Data Teams.* (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Provide ongoing support and professional development on ELD strategies to increase levels in CELDT and ensure our English learner are meeting academic standards that indicate they are ready to reclassify. (Priorities 2, 4, 5, 6, 7, 8, 9)
- c. Action: Create a data-driven process (i.e., Data Teams) to examine scholar work, create new strategies, and re-teach when needed. The process will be used schoolwide. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide yearly team-building training for staff including: Outward Bound Staff Team Building and Taekwondo foundations. (Priorities 2, 4, 5, 6, 7, 8, 9)
- e. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration among staff and with parents. Provide individual prep time for teachers. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

LCAP Goal 4: Increase the percentage of scholars demonstrating: a) mastery of state standards; b) understanding of 21st-century skills; c) knowledge of how American democratic institutions work; and d) knowledge, appreciation, and awareness of influential, hidden, and historic figures. The following actions will be taken to reach this goal:

- a. Action: Increase the percentage of scholars meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP). (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- b. Action: Integrate adolescent-brain-compatible teaching and learning throughout the instructional day to engage all scholars and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Use the STEAM curriculum with brain-compatible strategies to integrate STEAM content across all subjects to teach necessary 21st-century skills. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Teach computer literacy as an elective and integrate computer literacy skills across all content areas. Teach scholars basic computer skills and the use of programs such as: Word, Excel, PowerPoint, and use of various software programs and modules to assist with their STEAM curriculum. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Integrate civic education into the curriculum by means of providing frequent opportunities to read the newspaper, research current events, and complete social action or service learning projects. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Integrate research, exploration, and discussion of historic, influential and hidden figures across all content areas who have contributed to the success of our community, our nation, and our planet. (Priorities 2, 3, 4, 5, 6, 7, 8, 9).

LCAP Goal 5: Increase the percentage of scholars scoring proficient or advanced in English Language Arts, Mathematics, and Science to 40% or more in the first year of operation. Demonstrate a 5% growth rate in the second year of operation and a 10% growth rate each year thereafter.

- a. Action: Hire, train, and support passionate and dedicated teachers who possess the skill-set and attitude required to promote scholar improvement and success through implementing effective teaching strategies aligned with our instructional approach. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Integrate adolescent-brain-compatible teaching and learning throughout the instructional day to engage all scholars and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Provide targeted, instructional support through intervention, tutoring, W.I.N. time, afternoon clubs, and/or small group instruction for those scholars who have not yet mastered what is being taught (Described later in the educational program). (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide daily English Language Development (ELD) instruction as needed for English learners for rapid progression of English skills. Strategies to accomplish this goal include a protected, daily instructional block of time dedicated to implementing and teaching the adopted ELD standards, coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD) and Jo Gusman. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)

- e. Action: Empower teachers with the skills necessary to provide frequent and ongoing assessments in order to analyze scholar achievement data and make instructional changes as needed to continuously improve teaching and learning. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Provide 200 minutes of weekly staff collaboration, implementing the Professional Learning Community (PLC) process and Data Teams to study, analyze, plan and take necessary action to improve scholar achievement. (Priorities 2, 4, 5, 6, 7, 8, 9)

LCAP Goal 6: Support the social and emotional needs of our adolescents by providing an environment that promotes brain-friendly practices and opportunities to positively interact with others.

- a. Action: Develop and implement Houses, a subgroup of 6th, 7th, and 8th graders that form one team or unit who are loyal to each other and who participate in cooperative learning activities and friendly competition. (Priorities 2, 3, 5, 6, 7, 8, 9)
- b. Action: Integrate activities that allow scholars to explore and express their own sense of “self” such as journaling, creation of autobiographies, and making real-world connections to their own life from the content they are learning in class. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Provide opportunities for real-world experiences through a minimum of three to six study trips per grade level per year. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Every staff member will learn every scholar’s name and need. Staff will respectfully address every scholar by name as expressed in the educational program. (Priorities 2, 4, 5, 6, 9)
- e. Action: Provide peer-learning opportunities and frequent collaborative learning projects across all content areas to allow for peer interaction, practice, and use of HEART skills, Lifelong Guidelines, and the Six Tenets of TKD. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create lessons and activities that are *meaningful* and have *purpose* to engage scholars in learning and provide awareness of human impact in our community and in our world. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

An action can support more than one priority. Table 1 demonstrates the alignment of goals, actions, and priorities at HFA.

Table 1. Alignment of goals, actions, and priorities

Priority Number ->	1	2	3	4	5	6	7	8	9	In Ed. Plan?	In Budget?
Goal 1: Create the infrastructure of an adolescent-brain-compatible education to support high quality and effective teaching and learning.											
Action 1a. Hire passionate credentialed teachers.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1b. Hire a principal to gather standards-aligned materials, iSTEAM curriculum, and who represents qualities of an exceptional leader.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1c. Hire full-time custodian.	X				X	X			X	Yes	Yes
Action 1d. Implement Academy Council.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1e. Increase parent & teacher engagement in the school decision-making process via Academy Council and other site councils.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1f. Limit grade level size to 75 and class size to 25 or fewer.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1g. Hire a full-time nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues.			X	X	X	X	X	X	X	Yes	Yes
Action 1h. Create a parent advisory team (PAT) to increase parent engagement and support for educational program.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 2: Create a strong foundation that supports high quality and effective teaching and learning.											
Action 2a. Create Backward Standards Maps.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2b. Create welcoming and safe school environment with absence of threat.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 2c. Create an environment conducive to learning and a character-building program.			X	X	X	X	X	X	X	Yes	Yes
Action 2d. Provide necessary support for ELs including daily 20-minute block of ELD instruction and differentiated What-I-Need (W.I.N.) time.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 2e. Provide afternoon clubs to develop academics and other various passions/talents.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2f. Provide three to six being-there experiences per grade level.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2g. Purchase CCSS-aligned STEAM curriculum.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2h. Purchase various materials and supplies to support instruction and learning.		X	X	X	X	X	X	X	X	Yes	Yes

Priority Number ->	1	2	3	4	5	6	7	8	9	In Ed. Plan?	In Budget?
Goal 3: Create a collaborative culture that supports and sustains high quality teaching and learning.											
Action 3a. Provide ongoing professional development.		X		X	X	X	X	X	X	Yes	Yes
Action 3b. Provide ongoing professional development on ELD strategies to increase levels in CELDT.		X		X	X	X	X	X	X	Yes	Yes
Action 3c. Create Data Teams process to monitor scholar achievement.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3d. Provide yearly team-building training to staff.		X		X	X	X	X	X	X	Yes	Yes
Action 3e. Organize hours and days of instruction to provide time for daily teacher collaboration, professional development, personal prep periods, and parent-teacher communication.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 4: Increase percentage of scholars demonstrating: a) mastery of state standards; b) understanding of 21st-century skills; c) American democracy; and d) awareness of historic, hidden, and influential figures.											
Action 4a. Increase percentage of scholars meeting or exceeding standards on CAASPP exams.		X	X	X	X	X	X	X	X	Yes	Yes
Action 4b. Integrate adolescent-brain-compatible instruction into all content areas.		X	X	X	X	X	X	X	X	Yes	Yes
Action 4c. Integrate STEAM curriculum.		X	X	X	X	X	X	X	X	Yes	Yes
Action 4d. Teach computer literacy; integrate computer skills across all content areas.		X	X	X	X	X	X	X	X	Yes	Yes
Action 4e. Integrate civic education.		X	X	X	X	X	X	X	X	Yes	Yes
Action 4f. Integrate research, exploration, and discussion of influential, hidden, and historic figures.		X	X	X	X	X	X	X	X	Yes	Yes

Priority Number ->	1	2	3	4	5	6	7	8	9	In Ed. Plan?	In Budget?
Goal 5: Increase percentage of scholars scoring proficient or advanced in English Language Arts, Mathematics, and Science to 40% or more. Demonstrate 5% growth rate in year two; 10% thereafter.											
Action 5a. Hire passionate, dedicated, like-minded, and knowledgeable teachers who will implement the instructional program and promote academic success.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 5b. Integrate adolescent-brain-compatible teaching and learning throughout the instructional day.		X	X	X	X	X	X	X	X	Yes	Yes
Action 5c. Provide targeted, instructional support for scholars who have not yet met or mastered standards.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 5d. Provide daily ELD instruction in all content areas.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 5e. Train and support teachers to provide frequent and ongoing assessments.		X	X	X	X	X	X	X	X	Yes	Yes
Action 5f. Implement PLC collaborative process and Data Teams to make evidence-based decisions and continuously improve scholar achievement.		X		X	X	X	X	X	X	Yes	Yes
Goal 6: Support the social and emotional needs of our adolescents by providing an environment that promotes brain-friendly practices and opportunities to positively interact with others.											
Action 6a. Develop and implement Houses.		X	X		X	X	X	X	X	Yes	Yes
Action 6b. Integrate activities that allow scholars to explore their sense of self.		X	X	X	X	X	X	X	X	Yes	Yes
Action 6c. Provide real-world experiences.		X	X	X	X	X	X	X	X	Yes	Yes
Action 6d. Every staff member will learn every scholar's name and need.		X		X	X	X			X	Yes	Yes
Action 6e. Provide peer-learning opportunities and frequent collaborative projects.		X	X	X	X	X	X	X	X	Yes	Yes
Action 6f. Create meaningful activities with purpose to engage scholars and provide awareness of community and our world.		X	X	X	X	X	X	X	X	Yes	Yes

Chapter VI. Description of the 16 Items required by Ed. Code 47605(b)(5)(A) through (P) of the Charter Schools Act

Element 1: The Educational Program

(A) (i) 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.

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

The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals. SCUSD Administrative Regulations Charter Schools III (B)(4)1.

In the previous chapter, the LCAP goals were discussed. Now, in this chapter, the educational program is described. The program is designed to help scholars reach the LCAP goals and to accomplish the mission of growing and nurturing underserved scholars to become high-performing individuals who are able to critically think by using an integrated, adolescent-brain-compatible approach to teaching and learning. The educational program will further serve as a means to carry out our vision of developing self-motivated, lifelong learners and principled leaders who are productive, responsible, and contributing members of society.

The Hidden Figures Academy (HFA) program will integrate Science, Math, Engineering, Art, and Technology with an international focus, enabling scholars to make a positive impact in their community and in our world. Our adolescent scholars will learn to ask questions, solve problems, and think critically in order to be well-versed advocates of democracy.

The five parts of the educational program are presented in the following order:

- Part 1. Whom the Charter School is Attempting to Educate
- Part 2. What It Means to be an “Educated Person” in the 21st Century
- Part 3. Our Theory on How Learning Best Occurs
- Part 4. HFA’s 3-Pronged Strategic Approach to Academic & Social-Emotional Success
- Part 5. The Course of Study, Support Materials, and Professional Development

A day in the life of Ciri, a fictional 7th grader at Hidden Figures Academy, is shared in Figure 4 to provide readers with a context for the details that follow in this element.

By Ciri, a hypothetical 7th-grade female pupil

I woke up early today so that I could practice my long form set before mom dropped me off at school. Today, in Taekwondo (TKD), I test on my long form. If I pass, I will get another black tip on my belt! I start my morning off with a forty-minute block of History. We are learning about the Roman Empire. After History, we go straight to TKD. I love having TKD in the morning. I always feel refreshed and alert before my second English/History block. One of my favorite things about my school is having TKD. We don't have to just run around a track or be bored out of our minds playing dodge ball for our PE time; we learn perseverance and are becoming quite the incredible martial artists.

After TKD, I get to go to my second block of English/History. Currently, we are doing a novel study of, *The Seven Habits of Highly Effective Teens*. After reading this book, I really have an increased sense of being responsible. I used to tease kids a lot in elementary school, but now, I have developed empathy for the kids that get bullied and teased. Lucky for us, bullying isn't tolerated at our school. We have the greatest scholars here. We like to joke around just like anyone else, but we've learned about having an appropriate sense of humor as opposed to hurtful teasing. My Humanities teacher is great; I was really struggling with my grammar and punctuation last year before coming to HFA. Every day, our teacher dedicates a twenty-minute block to teaching us something called "ELD" standards. I've learned how to properly use commas, semi-colons, and quotations marks. This week, we are working on clauses. A clause is a group of words which has both a subject and a predicate. I'm still working on these, but I get extra help in my W.I.N. class to practice and understand clauses. I'm sure I'll get it in no time.

After our morning break, I go to Science class. We are working on a design and modeling unit to create a new toy for a child that has cerebral palsy. In two weeks, we get to take a study trip to Shriner's Hospital and learn about the great work they do as well as spend time with some of the children. My group is working on our 3-D model of the design for our new toy. Before our study trip, we have to test our toy and write about the potential impact it may have on people and our environment. I love connecting our learning to the real world; I have purpose and meaning behind what I am learning and doing and I can see the positive impact.

When I'm finished with all of that, I get to go hang out with my friends at lunch. Our school has lots of nice, healthy choices for lunch. Sometimes the principal lets us play music during lunch time and we always love that. This week, the House that had the most points got to create the playlist for lunchtime music. Lucky! I hope our House wins this week.

After lunch, I go to my iSTEAM elective – computer literacy. I used to use my two pointer fingers to type and was slow as molasses! Now, I've learned how to use all of my fingers. Our teacher is having us work in groups to create a PowerPoint to present our toy that we are creating. We are learning how to rotate images and include sound bites in our presentation.

Next, I get to go to Math class. I'm currently working on my first *Pod Pi* learning kit. Each kit comes with a comic book. The comics are amazing! After my math teacher teaches us about ratios and proportional relationships, we get to apply what we learned in our *Pod Pi* exploration. I'm learning with the characters in the story, Jake and Zoe. We are learning how to build a circuit. Sometimes I get frustrated because I can't figure out the wiring, and the comic book doesn't tell me what to do. My teacher says I need to learn to problem solve and critically think to figure out the solution. I just have to remember to use my "HEART" Skills and be more patient. I know I'll get it if I keep trying. My Math teacher is the best – he uses the characters, Jake and Zoe, in the word problems on our math tests. He has a great sense of humor, which we all appreciate. I never thought I'd enjoy taking a test, but he makes it fun! This year, I have an "A" in Math! I've never had an "A" in Math before.

Figure 4. A day in the life of a 7th-grade scholar at HFA - Part 1

Following Math, I get to go to my House for House Time. My House is the “Hawks.” Currently, we are creating our new cheer to show our team spirit this Friday at the next House competition. This week, we are in the lead, as all of us have been using the HEART skills on campus. On Friday, each team gets to perform their new cheer to show their spirit and we all participate in a cup-stacking relay race.

When House time is over, we get an afternoon break and healthy snack. It’s great that our school feeds us in the late afternoon. We have a longer school day than most, but you know what? I enjoy it. If I was at home, I’d probably just be playing video games all afternoon like my brother (he’s in high school).

After snack, it’s afternoon club time! I love music, so I picked guitar for my club. I’m only 13 years old and I can already play two songs on the guitar! We also get our own iPad that tells us if we are in tune and playing the notes correctly through this app called, *Notate Me*. Technology is a great thing.

You would think after a day as great as this that I would be exhausted, but I’m not. My school is the best. I wish other kids could have such a great experience in middle school. My cousin goes to another middle school and he gets bored all the time. He’s always doing Math worksheets. Our teachers at HFA make us do some worksheets, too; but, it’s not so bad because we get to do a lot of other engaging activities. Well, that concludes my day. I’m going to go grab something to eat and finally turn on my phone to text my friends and watch my favorite *YouTube* channel. You should come give our school a tour someday.

Figure 4. A day in the life of a 7th-grade scholar at HFA – Part 2

Educational Program Part 1. Whom the Charter School is Attempting to Educate

At full capacity, HFA will be educating 225 scholars in grades 6, 7, and 8. During the first year of operation in 2018-19, there will be space for 75 scholars in grade 6 and 75 scholars in grade 7. The average class size will be 25 scholars. The following year, 75 scholars in grade 8 will be added, as shown in Table 2.

Table 2. Enrollment capacity by grade and year

	2017-18	2018-19	2019-20	2020-21	2021-22
6 th grade	0	75	75	75	75
7 th grade	0	75	75	75	75
8 th grade	0	0	75	75	75
Total	0	150	225	225	225

Two categories of students are expected to enroll at HFA: those matriculating from Yav Pm Suab (YPSA) and students from non-charter schools in Sacramento City Unified School District (SCUSD) who see HFA as an appealing alternative. Both groups will be discussed and compared.

Due to high interest from parents at YPSA, we anticipate most scholars the first year will come from there.

Projected Ethnic Composition. A total of 140 incoming 6th and 7th graders are expected from YPSA in 2018-19. They are currently in the 5th and 6th grades. As shown in Table 3, 8.56% are African American, 65.71% are Asian, 19.28% are Hispanic or Latino, 3.57% are White, and 2.85% are of two or more races. Those in the Asian category are primarily Hmong with a few Chinese and Laotian.

Table 3. Ethnic composition of incoming scholars from YPSA compared to SCUSD

Grade in 2017-18	African American	Asian	Hispanic or Latino	White	Two or more races	Total
YPSA 5th	4	52	12	2	1	71
YPSA 6th	8	40	15	3	3	69
Total	12	92	27	5	4	140
Percentage	8.56%	65.71%	19.28%	3.57%	2.85%	100%

SCUSD overall percentage	16.1%	16.6%	39.5%	17.4%	6.4%
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Source: DataQuest

HFA will also be recruiting pupils throughout SCUSD, as described in Element 7 of this petition. Element 7 explains the means by which HFA will increase the school's racial and ethnic balance to be more reflective of the district's general population. The district's overall non-charter ethnic composition, as shown in Table 3, reveals a higher percentage of African American, Hispanic or Latino, and White students, but a lower percentage of Asian students from the group expected from YPSA.

If co-located on the New Tech High School campus, HFA may draw pupils who might otherwise attend Sam Brannan or California, the two closest non-charter 7th- 8th grade middle schools operated by the district. Both schools, as shown in Table 4, have a larger percentage of Hispanic or Latino, African American, and White students than those coming from YPSA.

Table 4. Ethnic composition at SCUSD middle schools in 2016-17

7 th -8 th middle schools	Hispanic or Latino	Asian	African American	White	Total
Albert Einstein	32.03%	7.66%	17.97%	30.08%	718
*Sam Brannan	41.07%	15.40%	21.56%	11.70%	487
Fern Bacon	53.89%	20.03%	17.00%	2.64%	759
*California	37.75%	13.25%	12.47%	27.81%	906
Sutter	31.68%	16.41%	5.53%	34.16%	524
Will C. Wood	46.36%	33.64%	8.68%	4.34%	645
Oak Park Prep Charter	28.99%	3.62%	55.80%	0.72%	138

Source: DataQuest *Schools closest to New Tech High.

English Learners. Approximately 38%, or 53, of the 140 incoming scholars from YPSA are English learners as shown in Table 5. Hmong speakers are the majority of English learners.

Table 5. Projected level of English fluency among incoming YPSA scholars in 2018-19

Grade in 2017-18 *	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total
5th	23	8	28 (39%)	12	71
6th	33	8	25 (36%)	3	69
Total	56	16	53 (38%)	15	140

Source: DataQuest *Assumption: 4th and 5th graders in 2016-17 move up a grade to 5th and 6th in 2017-18 and then to 6th and 7th in 2018-19.

Of special concern are long-term English learners (LTELs) and those at-risk of becoming LTELs. There were 12 LTELs at YPSA in 2016-17, as shown in Table 6. By definition, a LTEL has been enrolled in a U.S. school for six or more years, though not necessarily at the same school. LTELs are usually first identified in 6th grade. The year before, there were nine LTELs. Based on this trend, the incoming 6th and 7th graders from YPSA may include up to 10

LTELs in each grade. This would be approximately 15% of the total population. Another 10 at each grade level may be at-risk. If so, 30% of the student population may need additional English language development support.

Table 6. Comparison of long-term English learners (LTEL) at YPSA

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL	Total ELs
2015-16	83	37	9 (5%)	59	188
2016-17	89	37	12 (7%)	38	176

Source: DataQuest

In comparison, during the past two years, approximately 44% of the district's 6th-grade English learners were identified as LTELs, as shown in Table 7.

Table 7. Comparison of 6th grade long-term English learners (LTEL) in non-charter SCUSD schools 2015-16 and 2016-17

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL	Total ELs
2015-16	43	19	316 (44%)	331	709
2016-17	72	10	297 (44%)	291	670

Source: DataQuest

The California Department of Education defines long-term English learner as follows:

An English learner (EL) student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and*
- (2) has been enrolled in a U.S. school for six or more years; and*
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and*
- (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.*

<http://data1.cde.ca.gov/dataquest/longtermel/Glossary.aspx>

Socioeconomically Disadvantaged. In terms of poverty level, approximately 73% of the 140 incoming scholars from YPSA are eligible for the federal Free and Reduced Meals program, thus qualifying for the Title I program. Overall, approximately 81% of the 140 incoming 6th and 7th graders fall into two high-risk categories identified by the Local Control Funding Formula (LCFF): Title I eligible or English learners. Among the 140, there are no foster youth, the third LCFF high-risk category. YPSA's June 2017 Unduplicated Pupil Percentage (UPP) stood at 81.29%.

For the same time period, SCUSD's percentage eligible for Title I was 3% lower than the 73% at YPSA, as shown in Table 8. While the 140 incoming scholars from YPSA did not include foster youth, 1% of the district is composed of foster youth. The SCUSD UPP was 70.66%.

Table 8. Comparison of 2016-17 YPSA and SCUSD demographics

Subgroup:	YPSA		SCUSD	
	Number	Percentage	Number	Percentage
English Learners	176	38.26%	8,143	19.82%
Socioeconomically Disadvantaged	336	73.04%	28,876	70.28%
Foster Youth	0	0	261	.63%
Homeless Youth	2	.43%	367	.89%
Students with Disabilities	21	4.57%	5,455	13.28%
Enrollment	460		41,085	

Source: DataQuest

Academic Achievement of Incoming Students. In regard to ELA, 19% of the incoming 6th graders and 23% of the incoming 7th graders from YPSA met or exceeded the standard on the state English Language Arts test (CAASPP) taken in 2016-17, as shown in Table 9. Stated differently, 81% and 77%, respectively, did not meet the standard. During the first three years of Smarter Balanced Assessment testing, YPSA scholars scored lower than their peers at the district's non-charter schools, as shown in Table 10.

Table 9. Percentage of incoming 6th and 7th graders from YPSA who met or exceeded standards on the Smarter Balanced **ELA/Literacy** test

YPSA	2014-15	2015-16	2016-17
5 th Grade Scholars	21%	27%	19% *
6 th Grade Scholars	30%	37%	23% *

Source: California Assessment of Student Performance and Progress

* Unofficial site estimate from YPSA; CAASPP scores not yet released by CDE as of 9/2/2017

Table 10. Percentage of incoming 6th and 7th graders from non-charter SCUSD schools who met or exceeded standards on the Smarter Balanced **ELA/Literacy** test

SCUSD	2014-15	2015-16	2016-17
5 th Grade Scholars	34%	38%	TBA †
6 th Grade Scholars	37%	39%	TBA †

Source: California Assessment of Student Performance and Progress

† CAASPP scores not yet released by CDE as of 9/2/2017

In regard to Math, 16% of incoming YPSA 6th graders and 15% of incoming 7th graders met or exceeded the state standard in 2016-17, as shown in Table 11. Stated differently, approximately 85% did not meet the standard. Overall, the three-year performance at both grade levels at YPSA was lower than their peers in the district's non-charter schools, as shown in Table 12.

Table 11. Percentage of incoming 6th and 7th graders from YPSA who met or exceeded standards on the Smarter Balanced **Math** test

YPSA	2014-15	2015-16	2016-17
5 th Grade Scholars	11%	11%	16% *
6 th Grade Scholars	16%	14%	15% *

Source: California Assessment of Student Performance and Progress

* Unofficial site estimate from YPSA; CAASPP scores not yet released by CDE as of 9/2/2017

Table 12. Percentage of incoming 6th and 7th graders from non-charter SCUSD schools who met or exceeded standards on the Smarter Balanced **Math** test

SCUSD	2014-15	2015-16	2016-17
5 th Grade Scholars	24%	24%	TBA †
6 th Grade Scholars	31%	33%	TBA †

Source: California Assessment of Student Performance and Progress

† CAASPP scores not yet released by CDE as of 9/2/2017

Since the inception of Smarter Balanced Assessment testing, district Math scores have been relatively flat in 6th through 8th grades. Each year, approximately 30% of scholars in these grades met or exceeded state standards, as shown in Table 13. Incoming YPSA 6th graders, however, scored approximately 15 percentage points lower, as shown in Table 11.

Table 13. Percentage of districtwide 6th-8th graders who met or exceeded standards in the state Math test taken 2016-17

Districtwide	2014-15	2015-16	2016-17
6 th Grade	31%	33%	TBA †
7 th Grade	32%	34%	TBA †
8 th Grade	31%	31%	TBA †

† CAASPP scores not yet released by CDE as of 9/2/2017

District ELA results on the Smarter Balanced Assessment for 6th-8th graders showed approximately 40% meeting or exceeding standards each year since 2014-15, as shown in Table 14. In comparison, less than 40% of YPSA 6th-graders met or exceeded standards, as shown in Table 9.

Table 14. Percentage of districtwide 6th-8th graders who met or exceeded standards in the state ELA test taken 2016-17

Districtwide	2014-15	2015-16	2016-17
6 th Grade	37%	39%	TBA †
7 th Grade	40%	44%	TBA †
8 th Grade	40%	45%	TBA †

† CAASPP scores not yet released by CDE as of 9/2/2017

The data presented above suggest that much work needs to be done to improve ELA and Math skills among our incoming 6th and 7th graders, especially from YPSA, in order to have results comparable to 7th and 8th graders in traditional district schools.

Due to the large population of English learners, HFA's instructional program will embody a strong English language development (ELD) program. Specific ELD instruction will be integrated into *all* subjects. Additionally, English learners will have a daily block of time dedicated to learning the state's ELD standards. This will be further explained in Part 4 where we present HFA's 3-Pronged Strategic Approach to Academic & Social Emotional Success.

Educational Program Part 2. What It Means to be an “Educated Person” in the 21st Century

An educated person in the 21st century must not only represent strong academic knowledge and skills, but must also embody positive habits and language to develop interpersonal and intrapersonal skills which bring out the best qualities in themselves and in other individuals.

To keep up with the demands of our massively transforming world and continuous technological advancements, an educated person in the 21st century must possess the skillset and knowledge to compete globally.

An educated person must be able to live what it means to be educated. *“Education is defined as the process of acquiring knowledge and skills, developing the powers of reasoning and judgment and of preparing oneself and/or others intellectually for mature life”* (Colombo, 2007).

With the uncertainty of what our future will hold, an educated person must be able to work independently, be self-motivated, develop good communication skills, and also possess the ability to collaborate and cooperate with others.

Furthermore, an educated person listens, understands, and, based on the knowledge and skills acquired, makes the best judgment in the interest of every situation to improve the world.

A whole-hearted, educated person has community and global awareness. An integrated education allows one to study historic heroes and hidden figures, all who have made significant contributions to our world and democratic society. Being educated means exploring ideology, formulating civilized opinions, and learning how to be proactive in a positive way to stand up for what you believe.

“We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate” (Dr. Martin Luther King, Jr., 1947).

HFA scholars will learn the foundational skills to become self-motivated, competent, lifelong learners, enabling them to be educated individuals in the 21st century.

Scholars will be taught character development through the use of Lifelong Guidelines, HEART Skills, and the Six Tenets of Taekwondo as embedded in our adolescent-body-brain approach. These skills will grow and nurture scholars to become responsible, productive citizens. These skills and qualities, combined with best teaching practices, will enable our scholars to perform higher-level thinking, deeper-level reasoning, and to “Think Beyond the Obvious.”

Education is a process; it is a way of life. Acquiring knowledge means we have to own and/or have possession of our own learning of facts, principles, and strategies. Acquiring the skills means we have developed, to automaticity, a program of how to do things with what we’ve learned. To develop the powers of reasoning means to bring out our own thinking process of forming judgments and/or conclusions based on known facts. Judgment refers to our ability to listen and make a decision. Preparing oneself and/or others intellectually means to know

yourself and others, to listen and understand, and to have high mental capacity. Mature life means to have developed fully in body and in mind.

Our adolescent-body-brain approach to education will enable all scholars to become competent in critical thinking, collaboration, creativity, and communication, which are indicators of scholars prepared for the 21st century (Wagner, 2008).

Educational Program Part 3. Our Theory on How Learning Best Occurs

Teenagers are learning all the time. The question is: “How do we get them to learn what we want them to learn?”

The answer, in part, lies in the body of work created during the past 30 years by scholars and researchers who examined how the human brain learns. Susan Kovalik and Thomas Armstrong are two such scholars.

Kovalik (2009) summarized that learning best occurs when the following 10 variables are present in daily classroom instruction:

- Absence of Threat / Nurturing Reflective Thinking
- Sensory-Rich “Being-There Experiences”
- Meaningful Content
- Enriched Environment
- Movement to Enhance Learning
- Choices
- Adequate Time
- Collaboration
- Immediate Feedback
- Mastery (Application)

Each of these variables is described in more detail in Part 4.

Kovalik developed the Highly Effective Teaching Model (HET) to explain how these 10 variables influence learning. Her brain-compatible model encompasses the biology of learning with effective teaching strategies that have been recognized to improve scholar learning and achievement. The five principles of the model are:

Principle 1. *Intelligence is a function of experience.* The capacity to solve problems and create products is greatly influenced by our experience and by our environment. Learning best occurs when we can provide large amounts of sensory input, particularly from study trips or real-world simulations.

Principle 2. *Learning is an inseparable partnership between brain and body.*

a. *Emotion is the gatekeeper to learning and performance.* As described above, to create a body-brain partnership, we must consider an adolescent’s emotional state. As Robert Sylwester explained, “Emotion drives attention, which drives learning, memory, and problem solving and almost everything else we do...by not exploring the role that emotion plays in learning and memory, our profession has fallen decades behind in devising useful instructional procedures that incorporate and enhance emotion” (1994).

b. *Movement enhances learning.* Learning best occurs when students have opportunities to move through daily physical activity and also through varying kinds of movement within the classroom.

Principle 3. There are multiple intelligences or ways of solving problems and/or producing products. Dr. Howard Gardner's Theory of Multiple Intelligences depicts eight different learning styles by which the human brain learns. Figure 5 summarizes these eight learning modalities.

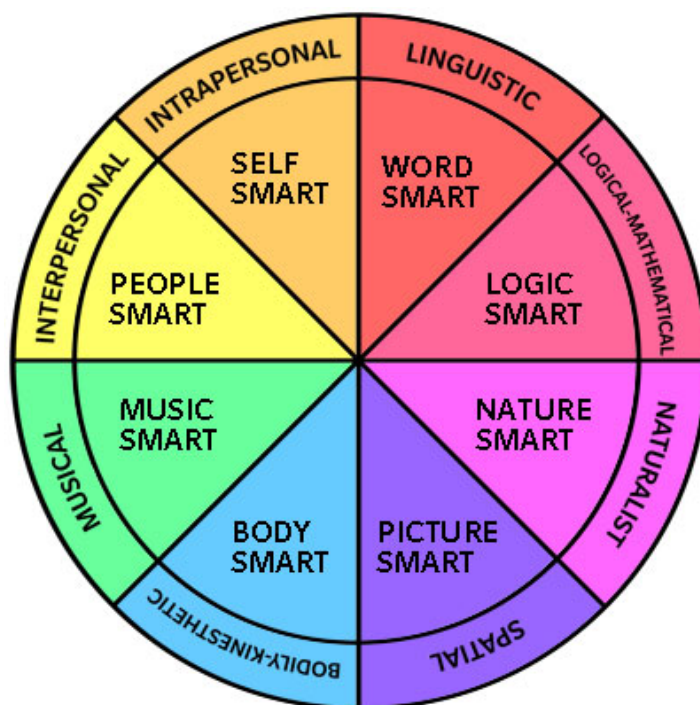


Figure 5. The eight multiple intelligences

Learning best occurs when we can assess a scholar's intelligence and develop lessons and activities according to his/her individual strengths.

Principle 4. Learning is a two-step process.

Step one: Making meaning through pattern seeking. (Input) Learning best occurs when we create meaning and purpose behind what we want our scholars to learn. We then help our scholars see the patterns or relationships in what they are learning. A pattern can be as simple as a procedure on how to enter the classroom each morning or as complex as learning about the scientific process for investigation.

Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output) The output stage is how our scholars demonstrate what they have learned and what they can do with the information provided. With practice and repetition, patterns become mental programs (a sequence or steps stored in our brain that are ready to be used).

Principle 5. Personality/temperament impacts learning. During adolescence, children are going through a transitional phase in which they are discovering their own identity. Issues such as wanting to belong to peer groups, having romantic interests, and physical appearance play a

critical role in everyday life. Temperament (our inborn traits) and personality (how we interact with our traits) must be considered to provide the optimum learning environment.

Dr. Thomas Armstrong, the executive director of the American Institute for Learning and Human Development, described Kovalik's model as the closest thing to a unified theory of learning he has seen. He has authored more than a dozen books about human learning and is a colleague of Dr. Howard Gardner. Armstrong is also a former middle school special education teacher.

Dr. Armstrong recommended these eight specific brain-friendly practices that should be present in all middle and high schools (2016). They are consistent with Kovalik's 10 variables.

- Opportunities to Choose
- Self-awareness Activities
- Peer-learning Connections
- Affective Learning
- Learning through the Body
- Metacognitive Strategies
- Expressive Arts Activities
- Real-world experiences

His recent book, *The Power of the Adolescent Brain* (2016), suggests that many schools are failing adolescents by using outdated practices, which cause stress, resentment, and/or apathy amongst students.

He identified four basic needs of a typical adolescent: peer acceptance, risk taking, sensation seeking, and reward seeking. Failure to address these basic adolescent needs may lead to harmful behaviors such as gang membership, recklessness, substance abuse, and Internet addiction. The positive and negative results of addressing and not addressing the four needs are shown in Table 15.

Table 15. The four basic adolescent needs

Adolescent Need	Positive Result in School	Dangerous Outcome Outside of School
1. Peer Acceptance	Service learning project	Gang membership
2. Risk Taking	Poetry slam	Reckless behavior
3. Sensation Seeking	Engaging student-initiated learning project	Substance abuse
4. Reward Seeking	Game-based learning simulation	Internet addiction

Source: *Turning Peril Into Promise* (Armstrong, 2016)

Both Kovalik and Armstrong recognized emotion as the gatekeeper to learning and performance. Emotion may be the most important variable in how learning best occurs. For adolescents, it is critical to pay attention to their emotional state. Adolescents must feel safe and free from any perceived or real threats. In middle school, this means ensuring that scholars are valued, respected, and free from any fear or ridicule.

Similarly, in his book, *A Brain-Based Approach to Closing the Achievement Gap* (2008), Horacio Sanchez suggested scholars learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. He emphasized the importance of ***relationships, relationships, relationships*** with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps scholars with difficult temperaments become more even-tempered and, thus, better able to learn. Scholars with difficult temperaments are often anxious, struggle to establish healthy eating and sleeping habits, and may be slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Learning best occurs when a relationship is built through trust and communication.

Educational Program Part 4. HFA's 3-Pronged Strategic Approach to Academic & Social-Emotional Success

Our strategic approach has three components, which contain specific strategies. The components are presented here in the following order:

1. Strategic Component #1: Promoting Adolescent Social-Emotional Competence (SEC)
2. Strategic Component #2: Controlling Time and Space (CTS)
3. Strategic Component #3: Using Adolescent-Brain-Compatible Strategies (ABCs)

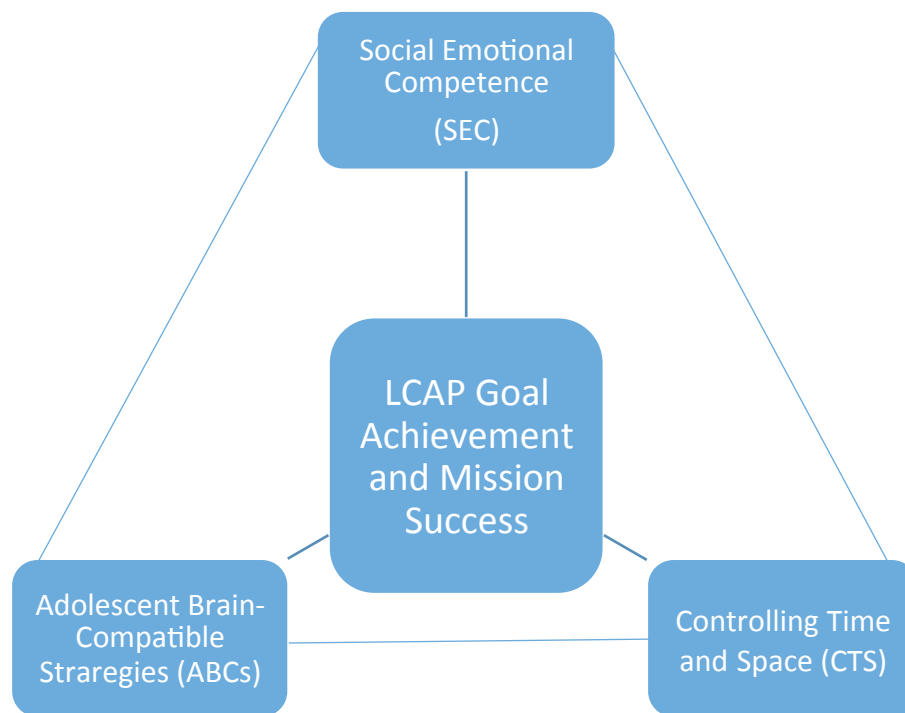


Figure 6. SEC + CTS + ABCs = Goal Achievement and Mission Success

First, we describe how HFA promotes social-emotional competence. Next, we explain effectively controlling time and space to increase productivity. Last, we explain our adolescent-brain-compatible strategies before describing the course of study. All components must work together to achieve our LCAP goals and successfully accomplish our mission of growing and nurturing underserved scholars to become high-performing individuals.

Strategic Component #1 of 3: Promoting Adolescent Social-Emotional Competence (SEC)

To help our scholars become academically successful, HFA will develop a culture that supports the social and emotional development of every scholar. As emotion is the gatekeeper to learning, it is necessary to provide a supportive and positive climate and culture that addresses the social-emotional needs of adolescents. Kovalik (1997) described what we perceive and where we focus our attention is directly a result of a complicated system of chemical messaging. This is particularly true for adolescents.

When chemical communication systems of our brain detect a threat, a sequence may be triggered that focuses all the attention on the threat; little or no attention is placed on what the teacher is teaching or what the scholar should be learning. For example, scholars who are teased, bullied, or humiliated in class typically focus their attention on the put-down, not the teaching and learning. Adolescents need a safe and predictable emotional climate; this begins through developing strong teacher-scholar relationships and fostering a climate that models caring, respect, and trust.

A community focusing on inclusion will be created at HFA. The following seven strategies will be implemented to nurture the social-emotional competence of our adolescents.

- A. Joy Raboli's HEART Skills and Susan Kovalik's Lifelong Guidelines
- B. The Six Tenets of Taekwondo
- C. Houses
- D. Scholar Council
- E. Parent-Teacher Engagement
- F. School-Wide Events
- G. "Walk the Talk"

A. HEART Skills & Lifelong Guidelines. HFA will cultivate HEART-Skilled citizens and principled leaders who embody strong character traits and who are self-motivated to improve their community and make a positive impact in our world.

Scholars will learn and use the set of social skills and character traits listed below to help them make good decisions. The Lifelong Guidelines are a strong component of the educational program at YPSA. Scholars coming from YPSA will have a strong foundation in practicing and modeling the Lifelong Guidelines. As scholars mature, they will continue to practice the Lifelong Guidelines and graduate into modeling HEART Skills as adolescents of HFA. The Lifelong Guidelines and HEART Skills are an essential part of everyday success in school and in life. It is a part of educating children to think, act, and behave in ways that are globally acceptable. Teaching the Lifelong Guidelines and HEART Skills enables adolescents to learn and practice traits, leading them to becoming responsible citizens. Tables 16 and 17 describe the Lifelong Guidelines and HEART Skills that will be taught, modeled, and practiced at HFA.

Table 16. Lifelong Guidelines

Trustworthiness	To act in a manner that makes one worthy of trust and confidence
Truthfulness	To act with personal responsibility and mental accountability
Active Listening	To listen with the intention of understanding what the speaker means to communicate
No Put Downs	To never use words, actions, and/or body language that degrade, humiliate, or dishonor others
Personal Best	To do one's best given the circumstances and available resources

Table 17. HEART Skills: School Affirmations (Raboli, 2003)

Honor	We believe in doing the right thing, even when nobody is looking. We keep our word to ourselves and others. We strive for self-awareness and to have the courage of our convictions. We work to recognize and protect the rights of others and wholeheartedly understand our connection as human beings.
Empathy	We lead with empathy. We value being aware of and sensitive to the feelings, needs and experience of others. Appreciating someone else's point of view starts with being able to really listen. We value the skill of active listening, especially when we are learning together. As a culture, we practice gratitude and seek to make things a little better than we found them.
Accountability	We believe in a strong sense of responsibility to our school community, environment and the world around us. We consider the consequences of our actions, and we accept full responsibility for them. We make mistakes and learn from them to help us set new goals. We believe in strong parent partnerships that support our peers and us so that we can achieve our best. We set very high standards so that we leave our school as confident 8 th graders ready to take on the world.
Respect	People are treated with dignity and respect here at HFA. You notice it in everything we do. We have manners here at HFA. We look out for each other and make sure each voice is heard. We know our own self-worth and we hold our school community in high regard.
Teamwork	We are preparing ourselves and our peers for the future and that means being able to work as a team. We are committed to inclusiveness, cooperation, collaboration, and healthy competition. We foster fair play. We solve conflicts. We share, come together, and love helping our community.

B. The Six Tenets of Taekwondo. HFA's Taekwondo (TKD) program will teach structure, discipline, and development of character traits to empower scholars to develop into productive, caring citizens. The Six Tenets of Taekwondo will be taught through a series of affirmations – put to practice in everyday life. The tenets are:

Courtesy	Integrity	Perseverance
Self-Control	Indomitable Spirit	Victory

Figure 7 illustrates the connections between our HEART Skills, Lifelong Guidelines and the Six Tenets of TKD. For example, a scholar will learn about self-control and practice self-control

through “no put-downs.” This type of behavior will model respect. Similarly, an HFA scholar will have an indomitable spirit – they will have courage to persevere, critically think, and solve problems. This indomitable spirit will allow them to always use their personal best and practice honor at school and in life.

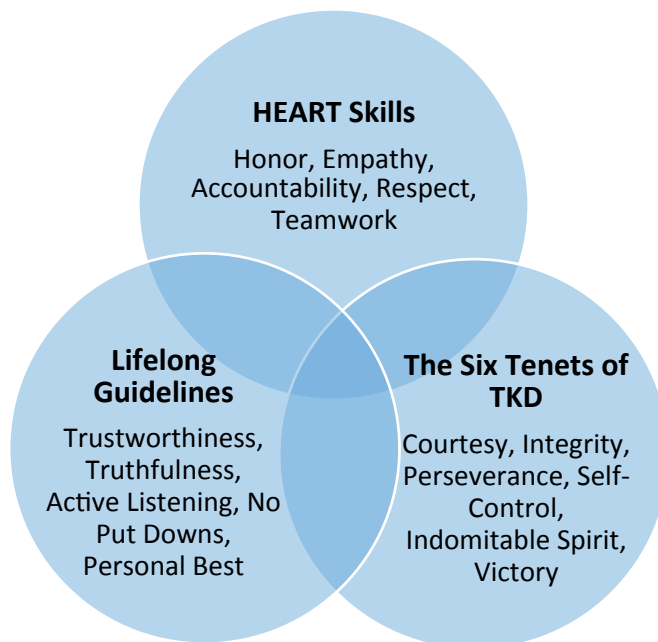


Figure 7. The alignment of HEART Skills, Lifelong Guidelines, and Six Tenets of TKD

C. Houses. Upon enrollment, each scholar at HFA will be placed in a “House.” Houses will be named after mascots of scholars’ choice, voted and approved upon during the first month of school. Each House is a mix of 6th, 7th, and 8th graders. The purpose of Houses is to plan activities that build team spirit and encouragement of one another. Houses will build trust as well as mutual understanding and respect for one’s peers. Houses provide a sense of community and a productive, safe outlet for scholars to learn how to resolve conflict.

Armstrong (2016) summarized the four basic adolescent needs as follows: peer acceptance, risk taking, sensation seeking, and reward seeking. Houses provide a productive outlet to meet all of these basic needs and turn these desires into positive results. Armstrong noted, *“The guiding principle in reforming secondary education should be to craft educational programs and instructional strategies that link the evolutionary advantages of the adolescent brain to socially appropriate and constructive learning outcomes.”*

House time will be incorporated into the regular instructional program three days per week in 35-minute blocks. During this time, scholars will participate in team-building activities and positive character development led by a lead teacher. Lead teachers will include the credentialed, core teaching staff at HFA. The *Tribes* curriculum by Jeanne Gibbs will be used to support scholar

character development. The HEART Skills, Lifelong Guidelines, and Six Tenets of TKD will be modeled, taught, and practiced.

Scholars will belong in the same House during their entire enrollment at HFA. Scholars will develop a sense of community, trust, and loyalty to their House. They will create friendships and bonds within their House, which will nurture the adolescent need for peer acceptance.

Scholars will have the ability to earn points for their House throughout the week awarded for using the HEART Skills, Lifelong Guidelines, and/or Tenets of TKD. The House that has the most points at the end of the week will earn the weekly “cup,” which will be kept in the lead teacher’s classroom. Weekly winners may also earn privileges such as selecting an appropriate play list of music at lunch or reading the morning announcements over the intercom. During the initial planning year, the point reward system and privileges will be determined. Here, we are targeting the adolescent need for “rewards.”

All scholars and all Houses will get together in the gymnasium and participate in regular assemblies followed by a friendly House competition. The House that wins the competition will receive an additional 10 points. Competition games will be accessible to all scholars. Some ideas include a cup stacking relay race or playing a card flip game. The principal will attend and lead all assemblies and each teacher will take turns leading the friendly House competitions.

House assemblies will be held a minimum of once per month. Scholars will learn to practice and utilize their character development skills in large and exciting settings. This monthly event will teach scholars about appropriate “spirit” and grow the positive and supportive culture and climate at HFA. The purpose of these assemblies and friendly competitions is to cater to the adolescent needs of “sensation” and “risk taking.”

D. Scholar Council. Scholar Council provides scholars with an opportunity to interact and engage with teachers, parents, staff, and peers in regard to the operations of the school. Scholars will learn valuable communication, planning, and organizational skills, which will not only contribute to the success of HFA, but will also prove beneficial in their life. Participating scholars will develop friendships and learn invaluable leadership skills. The purpose of Scholar Council is to engage scholars and make them know and feel that they are valued and important. Their mission will be to accurately represent the voice of all scholars at HFA.

Scholars at HFA will have the opportunity to run for Scholar Council. Scholars will elect a President, Chief of Staff, Vice President, Secretary, Treasurer, and two Classroom Representatives from each homeroom class. This will total 17 members the first year, and 23 members in the following years as enrollment reaches full capacity. Elections will be held two times per year at the beginning of each semester. This will allow 46 scholars to participate in Scholar Council each year at full enrollment. Scholar Council will begin the second semester of the first year. Scholars will advertise on campus and campaign for their desired positions. Speeches will be given at a school-wide assembly and a democratic election will take place to determine positions.

E. Parent-Teacher Engagement (CAT/PAT). A Community Advisory Team (CAT) was created during the development of this charter petition. The volunteer team included parents of current YPSA scholars who will be among the first group of incoming 6th or 7th graders, parents of current middle school students in Sacramento, and curriculum experts working in the district. CAT met monthly and actively contributed input toward the development of the educational program at HFA. Parents have expressed their support and commitment to be involved with the school at this early stage.

The CAT will continue during the first year of operation. CAT members will transition into the first Parent Association Team (PAT). They will be our active parent group assisting with parent engagement, Scholar Council, fundraisers, and school-wide events.

F. School-wide Events. With the assistance of both Scholar Council and PAT, HFA will host a series of school-wide and community events to promote relationship building between scholars, parents, teachers, and staff. Tentative events include: School dances, movie nights, read-a-thon, career day, living history day, jog-a-thon, multicultural fair, and invention fair. The designated school-wide events will be determined during the 2017-18 planning year.

G. Walk the Talk. The final strategy of Strategic Component #1 consists of all staff at HFA modeling what we expect from our scholars. All staff will “walk the talk” and perform the actions consistent with the school’s mission, vision, and social-emotional program. We are one community that will practice what is preached.

HFA will adopt a practice by which each and every time a staff member passes a scholar, they will follow a communication process in which:

1. Staff will greet the scholar by name and with a friendly, welcoming greeting - e.g., “Good Morning, Mai.”
2. Following the greeting, staff will either:
 - a) Acknowledge or compliment the scholar on a demonstrated HEART Skill, Lifelong Guideline, or Tenet of Taekwondo. - e.g., “I heard from Sensei Xai that you used perseverance yesterday while practicing your new orange belt set – great job!”
 - b) Ask a question about an academic need or project. - e.g., “How is your service learning project on cleaning up our neighborhood park going?”
 - c) Ask a question about a passion or talent. - e.g., “How was your piano recital last night?”

Strategic Component #2 of 3: Controlling Time and Space (CTS)

Now that we have explored the social and emotional development of our scholars, let's take a look at how we will effectively use time and space to create the infrastructure to support our educational program.

HFA will strategically control time and space in the following seven areas to ensure our scholars are provided with optimum learning conditions and are able to achieve the expected outcomes:

- A. Small School Size
- B. Small Class Size
- C. 175-Day Annual Academic Calendar
- D. Extended Daily Schedule
- E. Parent-Teacher Conferences
- F. Daily Collaboration Time for Teachers
- G. Backward Standards Map (BSM) and Power Standards

A. Small School Size. At maximum capacity, HFA will serve 225 scholars in grades 6-8. In the first year of operation, HFA will enroll 75 6th graders and 75 7th graders, totaling 150 scholars. During year two, HFA will add 75 8th graders bringing the total maximum capacity to 225 scholars. Smaller schools tend to support academic achievement (Howley et al., 2000). Our small school size is intended to foster positive scholar-to-scholar as well as positive scholar-to-staff relationships, which help create the absence of threat. This is very important given that emotion is the gatekeeper to learning as explained earlier in our theory of how learning best occurs.

B. Small Class Size. HFA will limit academic core class size to 25 scholars. Smaller class size allows teachers to develop stronger relationships with both scholars and their parents. It provides teachers with more individual contact time with each scholar. In addition, smaller class size helps a teacher more effectively differentiate classroom instruction.

C. 175-Day Annual Academic Calendar (Early Start – August). Figure 8 illustrates the year-long academic calendar to reflect 175 school days and 190 teacher work days. HFA will begin its academic year in early August, which aligns with the YPSA calendar. If co-locating with New Tech, beginning in early August allows our middle school scholars one week to acclimate to the new school site prior to New Tech's high-school scholars beginning their academic year. This provides us with adequate time to give HFA scholars school tours and help them adjust to their new school environment. It also allows our first semester to end earlier and testing to be completed prior to the two-week break in December.



1. Mon., July 16, 2018 – Fri., July 27, 2018 - Teacher Summer Training / Team Building
2. **Mon., August 6, 2018 – 1st Day of Instruction**
3. Fri., August 31st, 2018 – Teacher PD Day (Scholars off)
4. Mon., September 3, 2018 – Labor Day Holiday
5. Fri., October 5, 2018 – Quarterly Progress Report
6. October 8-19, 2018 Homeroom PT Conferences (No Clubs)
7. Mon., November 12, 2018 – Veteran's Day Holiday
8. Fri., November 16, 2018 Teacher PD Day (Scholars off)
9. Mon., November 19 – Fri., November 23, 2018 – Thanksgiving Break
10. Wed., December 19, 2018 – End of Semester 1
11. Fri., December 21, 2018 - Report Cards Sent Home
12. Mon., December 24, 2018 – January 4, 2019 – Winter Break
13. Fri., January 18, 2019 – Teacher PD Day (Scholars Off)
14. Mon., January 21, 2019 – Martin Luther King, Jr. Holiday
15. Mon., February 11, 2019 – Washington's Birthday Holiday
16. Mon., February 18, 2019 – President's Day Holiday
17. Fri., March 8, 2019 – Quarterly Progress Report
18. Fri., March 15, 2019 – Teacher PD Day (Scholars off)
19. March 18-29, 2019- Homeroom PT Conferences (No Clubs)
20. Mon., April 8, 2019 – Friday, April 12, 2019 – Spring Break
21. Fri., May 24, 2019 – Teacher PD Day (Scholars off)
22. Mon., May 27, 2019 – Memorial Day (Holiday)
23. **Wed., June 5, 2019 – Last day of School / End of Semester 2/ Report Cards Sent Home**

Figure 8. HFA annual academic calendar for 2018-19

D. Extended Daily Schedule. Scholars at HFA will have a longer instructional day than students at traditional schools. To achieve our mission, vision, and goal of significantly improving academic achievement for all scholars, a longer school day with extended learning time is necessary. Additional instructional time is allotted in the core subjects of ELA, Math, and Science. All core subjects will emphasize and integrate ELD standards as well as our iSTEAM curriculum. Extended learning time in these core subjects is necessary to ensure that all scholars master content standards and learn to proficiency or above. Extended learning time will provide us with the means to teach and reinforce critical foundational skills in any subject for our scholars who are not meeting grade-level standards.

Differentiated intervention time has been weaved into the regular school day every Tuesday and Thursday for an additional 35-minute block, called W.I.N. time: “What I Need” time. Scholars will be differentiated by learning need and rotate to different classes in which they need extra support. This block of time is protected time for intervention and supplemental needs. During the 35-minute block on Monday, Wednesday, and Friday, scholars will participate in team building, character development, and collaboration activities within their Houses as previously described in Strategic Component #1.

HFA has developed an adolescent-brain-compatible daily schedule that allows scholars a movement break, or middle school appropriate recess time, as well as a 35-minute lunch period. We have also included a healthy afternoon snack and second movement break. Our strong character development program will encourage scholars to socialize appropriately with one another in and outside of the classroom. We also believe in providing our English learners with many opportunities to socialize and practice their speaking and listening skills in natural settings. Table 18 indicates the extended learning time for scholars at HFA.

Table 18. Extended learning time and instructional support

	HFA	CA State Requirement
Total School Days	175	175
Regular Instructional Minutes Per Day	375	309
Total Regular Instructional Minutes	65,625	54,000
Extra Instructional Minutes (Afternoon Enrichment)	6,200	N/A
Grand Total Instructional Minutes	71,825	54,000

The daily schedule will run Monday-Friday. ELA and History will be integrated and taught together in a 100-minute block called Humanities. Of this time, 60 minutes will be dedicated to ELA and ELD instruction. The remaining 40 minutes will be for History. Math will be in session for 100 minutes per day, and Science will be in session for 60 minutes per day. Scholars will receive a total of 375 minutes of daily instruction across all subjects. Table 19 provides a breakdown of instructional minutes by subject and grade level.

Table 19. Daily instructional minutes by grade level and subject

	6th Grade	7th Grade	8th Grade
Humanities Block: ELA, ELD, and History	100 Minutes	100 Minutes	100 Minutes
Math	100 Minutes	100 Minutes	100 Minutes
Science	60 Minutes	60 Minutes	60 Minutes
Houses / W.I.N. Time	35 Minutes	35 Minutes	35 Minutes
Elective: Science Through Technology	40 Minutes	40 Minutes	40 Minutes
Physical Fitness / TKD	40 Minutes	40 Minutes	40 Minutes
Total Minutes	375 Minutes	375 Minutes	375 Minutes

In addition to the instructional minutes above, scholars will participate in an afternoon club. Afternoon clubs will focus on either an academic need (i.e., literacy skills or Math skills), character development (e.g., leadership / Scholar Council), or an enrichment activity (e.g., hip-hop dance). Afternoon clubs will provide an additional 50 minutes of instruction and run Monday-Thursday. Afternoon clubs will not run on Friday. Friday will be an early release day at 4:05 p.m.

Scholars enrolled in either the afternoon literacy or math course will receive an additional 50 minutes of instructional time four days per week; or 200 extra additional instructional minutes per week. The afternoon courses are to support any scholar who does not have a strong C (75% or higher) in ELA or Math. Table 20 indicates the additional instructional minutes for students enrolled in an academic afternoon club.

Table 20. Additional instructional minutes: academic afternoon clubs

Afternoon Clubs	ELA/ELD/Literacy Club	Math Club
Daily	50 Minutes	50 Minutes
Weekly	200 Minutes	200 Minutes
Yearly	6,200 Minutes	6,200 Minutes

Scholars will attend school from 8:30 a.m. to 5:15 p.m. Monday through Friday, except Friday will be a shortened day, dismissing at 4:05 p.m. Since most scholars the first year will come from Yav Pem Suab Academy, this schedule allows for timely drop off and pick up of siblings at the elementary school, which begins at 8:00 a.m. and ends at 5:00 p.m. Tables 21 and 22 illustrate the proposed HFA daily schedule for the first year of operation (6th and 7th grades).

Table 21. Proposed daily schedule – 6th grade

2018 – 2019 Proposed HFA Schedule Grade 6			
	6 th Grade 1	6 th Grade 2	6 th Grade 3
Period 1: (40 Minutes) 8:30 a.m. – 9:10 a.m.	TKD (6 th Grade PLC) **	TKD (6 th Grade PLC)	TKD (6 th Grade PLC)
Period 2: (100 Minutes) 9:15 – 10:55 a.m.	ELA / ELD / History (100 min)	Math / iSTEAM (100 min)	Science/ iSTEAM (60 min) Elective: Science Through Technology (40 Minutes)
Break/Recess/Movement 11:00-11:10 a.m.	All	All	All
Period 3: (60 Minutes) 11:15 – 12:15 p.m.	Science / iSTEAM (60 min)	ELA / ELD / History (60 min)	Math / iSTEAM (60 min)
Lunch: (35 Minutes) 12:20 p.m. – 12:55 p.m.	All	All	All
Period 4: (40 Minutes) 1:00 – 1:40 p.m.	Elective: Science Through Technology (40 min)	ELA / History (40 min)	Math / iSTEAM (40 min)
Period 5: (100 Minutes) 1:45 – 3:25 p.m.	Math/ iSTEAM (100 min)	Science / iSTEAM (60 Minutes) Elective: Science Through Technology (40 Minutes)	ELA / ELD / History (100 min)
HOUSES / W.I.N. Time (35 Minutes) 3:30 p.m. – 4:05 p.m.	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation
Healthy Snack Break 4:10 – 4:20 p.m.	All	All	All
Afternoon Clubs (50 Minutes) 4:25 – 5:15 p.m.	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)
	Friday Early Release 4:05 p.m.	Friday Early Release 4:05 p.m.	Friday Early Release 4:05 p.m.

*Daily Instructional Minutes: 375. ** PLC = Professional Learning Community

Table 22. Proposed daily schedule – 7th grade

2018-2019 Proposed HFA Schedule Grade 7			
	7 th Grade 1	7 th Grade 2	7 th Grade 3
Period 1: (40 Minutes) 8:30 a.m. – 9:10 a.m.	ELA / ELD / History Block 1 (40 Minutes)	Math / iSTEAM Block 1 (40 Minutes)	Elective: Science Through Technology (40 Minutes)
Period 2: (100 Minutes) 9:15 – 10:55 a.m.	(7 th Grade PLC) ** TKD (40 Minutes) ELA / ELD / History Block 2 (60 Minutes)	(7 th Grade PLC) TKD (40 Minutes) Math / iSTEAM Block 2 (60 Minutes)	(7 th Grade PLC) TKD (40 Minutes) Science / iSTEAM (60 Minutes)
Break/Recess/Movement 11:00-11:10 a.m.	All	All	All
Period 3: (60 Minutes) 11:15 – 12:15 p.m.	Science / iSTEAM (60 Minutes)	ELA / ELD / History Block 1 (60 Minutes)	Math / iSTEAM Block 1 (60 Minutes)
Lunch: (35 Minutes) 12:20 p.m. – 12:55 p.m.	All	All	All
Period 4: (40 Minutes) 1:00 – 1:40 p.m.	Elective: Science Through Technology (40 Minutes)	ELA / ELD / History Block 2 (40 Minutes)	Math / iSTEAM Block 2 (40 Minutes)
Period 5: (100 Minutes) 1:45 – 3:25 p.m.	Math/ iSTEAM (100 min)	Science/ iSTEAM (60 min) Elective: Science Through Technology (40 Minutes)	ELA / ELD / History (100 min)
HOUSES / W.I.N. Time (35 Minutes) 3:30 p.m. – 4:05 p.m.	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation	M-W-F (Houses – All Scholars) T-Th: W.I.N. Differentiation
Healthy Snack Break 4:10 – 4:20 p.m.	All	All	All
Afternoon Clubs (50 Minutes) 4:25 – 5:15 p.m.	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)	After-School Clubs 4:25 – 5:15 p.m. (Teachers' Personal Prep Period)
	Friday Early Release 4:05 p.m.	Friday Early Release 4:05 p.m.	Friday Early Release 4:05 p.m.

*Daily Instructional Minutes: 375. ** PLC = Professional Learning Community

E. Parent-Teacher Conferences. There will be two midterm parent-teacher conferences per year. As depicted in the year-long academic calendar, HFA will hold parent-teacher conferences half-way through semester one and half-way through semester two. Parent-teacher conferences will follow quarterly progress reports. Scholars will be invited to participate in their conference, as HFA believes in creating strong parent-teacher relationships and involving both parents and scholars in the learning process. Our small school size will allow us to hold parent-teacher conferences for each scholar two times per year. Parents will be well-informed of their child's academic progress and their social and emotional needs.

Parents will meet with the scholar's first-period core subject teacher. This teacher will be designated as the homeroom teacher. The first week of conferences is dedicated to the homeroom teacher meeting with each scholar's parent. The second week of conferences is provided for parents to schedule a second conference (if needed) with any of their child's other classroom teachers. For example, parents of a 6th grader who has Humanities during first period would schedule a parent-teacher conference during week one to meet with the Humanities teacher. If they also want to meet with their child's Math teacher, a conference would be scheduled during week two.

Due to the daily collaboration amongst all staff at HFA, homeroom teachers will be adequately prepared to discuss progress, challenges, and needs in all subject areas during their parent-teacher conferences. Afternoon clubs will not run during parent-teacher conference weeks.

F. Daily Collaboration Time for Teachers. To support the staff at HFA and accommodate the extended learning time for scholars, we will also provide extended time for professional development, staff collaboration, and staff meetings.

Teacher collaboration will be an integral part of the instructional approach. We are controlling time so teachers can work together, at the same time, in their grade-level teams. Grade-level collaboration time is scheduled daily for all teachers at HFA.

Full-time teachers will receive 40 minutes of daily collaboration and/or professional development. Daily teacher collaboration in professional learning communities (PLCs) will occur Monday through Friday while scholars are in their morning TKD class. This is approximately 200 minutes a week. The principal will organize the teacher collaboration time.

The PLCs will focus on continuous scholar improvement and academic achievement. Teachers, for example, will receive full training in the process of creating and implementing Data Teams. Data Teams is a collaborative model that utilizes research to improve teaching, learning, and student achievement for all scholars. The process of Data Teams will be implemented schoolwide to make data-driven decisions, monitor scholar achievement, and analyze academic success through a cyclical process. Data Teams will provide a process for monitoring scholar achievement and making evidence-based decisions to improve teaching and learning. A more detailed description of Data Teams appears in Element 3.

In addition, teachers will have a personal prep period each day from 4:25 to 5:15 while scholars are in their afternoon clubs. On Wednesday, this time will be dedicated to a weekly, principal-led staff meeting. Teachers will have approximately 200 minutes of individual prep each week. Except for Wednesday, each teacher determines how to use this professional time to support his/her work.

G. Backward Standards Map (BSM) and Power Standards. The Backward Standards Map (BSM) will serve as our user's manual ensuring we are teaching and implementing our adolescent-brain-compatible program with integrity. Beginning with the end in mind, teachers will create backward standards maps identifying the common core standards taught in each subject. The BSM also serves as our guide to effectively control time and space to be as productive as possible, fully taking advantage of every instructional minute. During the initial planning year, teachers will work closely with their PLCs and principal to create grade-level maps. An example of a 1st quarter BSM for 7th grade is shown in Table 23.

Power standards will be determined and focused on throughout each quarter. Power standards are standards that have been identified as a high priority subset of the Common Core State Standards (CCSS). We feel these are the most critical and important standards for scholars at HFA to master. All CCSS will be taught; however, an emphasis will be placed on the identified power standards. During the initial planning year, the staff at HFA, under the direction of the principal, will determine power standards for each grade level.

In addition to identifying the common core standards that will be taught, the BSM will also include: themes, essential questions, "being-there experiences"/study trips, HEART Skills, Lifelong Guidelines, the Six Tenets of TKD, hidden/historic figures, and the iSTEAM curriculum integration.

In Part 5 of the Education Program, the course of study at HFA is presented. For each core subject, a set of draft power standards and draft essential questions are identified. Power standards were not designated for speaking and listening as each core subject, elective, and afternoon club will integrate all speaking and listening standards into the regular curriculum. Appendix G illustrates the speaking and listening standards for grades 6-8.

Table 23. Example of 1st quarter BSM for 7th grade (draft)

HFA 7 th Grade – Year Long BSM: 2018-2019 “Exploring the Hidden Figures in Our Community”			
Dates: Aug. 6 – Oct. 5	August (19 instructional days)	September (19 Instructional days)	October (23 instructional days)
Mission	To grow and nurture underserved scholars to become high-performing individuals who are able to critically think by using an integrated, adolescent-brain-compatible approach to teaching and learning.		
Theme	The Power of Relationships (Improving My Community)		
Service Project	<i>TBD by 7th grade teachers during planning year</i>		
HEART Skills / Lifelong Guidelines/Six Tenets of TKD	Empathy No Put Downs Self-Control	Accountability Personal Best Indomitable Spirit	Teamwork Active Listening Courtesy
Being-There Experiences/ Study Trips	Shriners Hospital	None	Green Tech Garden: Teaching Urban Farming
Sample Essential Questions	<ol style="list-style-type: none"> How can reading and discussing texts help us learn about hidden and historic figures who have contributed to the growth and success of our community? How do readers use text to make meaning of arguments, support claims, and make logical inferences? How do readers use comprehension strategies to improve understanding of text? What available careers are there in my community that support my passions and talents? 		
Math	<u>Ratios and Proportional Relationships</u> 7.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 7.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	<u>Ratios and Proportional Relationships (continued)</u> 7.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 7.2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. 7.3 Use proportional relationships to solve multistep ratio and percent problems.	<u>The Number System - Rational Numbers (part 1)</u> 7.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.1a Describe situations in which opposite quantities combine to make 0. 7.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by

	<p>Professor Pod Pi : <i>Welcome to the Island Book 1</i> – Create a motor and light sensor / determine proportional relationships between quantities.</p> <p>7.2 Recognize and represent proportional relationships between quantities.</p> <p><i>ELD II Learning How English Works: C – Connecting and Condensing Ideas</i></p>	<p>Professor Pod Pi : <i>It's Party Time at the Beach Book 2</i> – Create and control LED lights / Represent proportional relationships with equations.</p> <p>7.2c Represent proportional relationships by equations.</p>	<p>describing real-world contexts.</p> <p>7.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>7.1d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
Science	<p><u>Engineering & Human Impact</u></p> <p>PLTW – Design & Modeling Unit: Teams design a game or toy for a child with cerebral palsy, fabricate and test it, modify as needed.</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p><i>ELD II Learning How English Works: C – Connecting and Condensing Ideas</i></p> <p><i>ELD A.3 Collaborative: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</i></p>	<p><u>Engineering & Human Impact</u></p> <p>PLTW – Design & Modeling Unit: Teams design a game or toy for a child with cerebral palsy, fabricate and test it, modify as needed.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p><u>Matter and Energy in Organisms and Ecosystems / Human Impact</u></p> <p>MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><i>ELD C.9 – Productive: Expressing</i></p>	<p><u>Engineering & Human Impact</u></p> <p>PLTW – Design & Modeling Unit: Teams design a game or toy for a child with cerebral palsy, fabricate and test it, modify as needed.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p> <p><u>Matter and Energy in Organisms and Ecosystems / Human Impact</u></p> <p>MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>MS –L S1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p>

		<i>information and ideas in formal oral presentations on academic topics</i>	<p>MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p><i>ELD C.9 – Productive: Expressing information and ideas in formal oral presentations on academic topics</i></p>
<p>ELD Protected Time</p> <p>ELA</p>	<p><i>ELD II – Learning About How English Works A. Structuring Cohesive Texts</i> 1. <i>Understanding Text Structure</i></p> <p><u>CCSS.ELA-LITERACY.RL.7.1</u> Cite several pieces of textual evidence to support analysis.</p> <p><u>CCSS.ELA-LITERACY.RL.7.1</u> Cite several pieces of textual evidence to support analysis.</p> <p><u>CCSS.ELA-LITERACY.RL.7.4</u> Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or story sections; determine the meaning of specific words/phrases.</p> <p><i>ELD A.3 Collaborative: Interacting in Meaningful Ways: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</i></p> <p><i>ELD B.5 Interpretive: Listening actively to spoken English in a range of social and academic contexts.</i></p> <p><i>ELD B.7 Interpretive: Evaluating how</i></p>	<p><i>ELD II – Learning About How English Works A. Structuring Cohesive Texts:</i> 1. <i>Understanding Text Structure</i> 2. <i>Understanding Cohesion</i></p> <p><u>CCSS.ELA-LITERACY.RL.7.5</u> Analyze how a drama’s or poem’s form/structure contributes to its meaning.</p> <p><u>CCSS.ELA-Literacy. RI 7.5</u> Analyze the structure an author uses to organize.</p> <p><u>CCSS.ELA-LITERACY.RL.7.6</u> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>CCSS. ELA-Literacy RL7.2</u> Determine theme or central idea of text; write an objective summary.</p> <p><u>CCSS.ELA-Literacy RI 7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary.</p> <p><i>ELD A.1 Collaborative: Interacting in Meaningful Ways: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</i></p>	<p><i>ELD II – Learning About How English Works A. Structuring Cohesive Texts:</i> 3. <i>Understanding Cohesion</i></p> <p><u>CCSS.ELA-Literacy RI 7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>CCSS.ELA-Literacy RI 7.3</u> Analyze the interactions between individuals/events/ideas.</p> <p><u>CCSS.ELA-Literacy RI 7.4</u> Analyze the impact of a specific word choice on meaning/tone determine the meaning of specific words/phrases.</p> <p>Writing 7.2 Write informative/explanatory texts.</p> <p><i>ELD B.6 Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</i></p> <p>Writing 7.2a Introduce Topic/Thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting, graphics, and multimedia to aid</p>

	<p><i>well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.</i></p> <p>Writing 7.1: Write arguments</p> <p>Writing 7.1a: Introduce claims, acknowledge alternate or opposing claims, and organize reason and evidence logically.</p> <p>Writing 7.1b: Support claims with reasoning and relevant evidence.</p>	<p><i>ELD C.11 Productive: Justifying own arguments and evaluating others' arguments in writing.</i></p> <p>Writing 7.1d: Establish and maintain a formal style.</p> <p>Writing 7.1c: Use words, phrases, and clauses to create cohesion and clarity among claims, reasons and evidence.</p> <p>Writing 7.1e. Provide a concluding section that support arguments.</p>	<p>comprehension.</p> <p>ELD C.10 Productive: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>
World History	<p><u>Roman Empire</u></p> <p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p><i>ELD B.5 Interpretive: Listening actively to spoken English in a range of social and academic contexts.</i></p> <p><i>ELD B.8 Interpretive: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</i></p> <p><i>ELD C.11 Productive: Justifying own arguments and evaluating others' arguments in writing.</i></p>	<p><u>Middle Ages – Islam</u></p> <p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p><i>ELD C.10 Productive: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</i></p> <p><i>ELD II Learning How English Works: C – Connecting and Condensing Ideas.</i></p> <p>6. Connecting Ideas Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.</p>	<p><u>Middle Ages – China</u></p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p><i>ELD II Learning How English Works: C – Connecting and Condensing Ideas.</i></p> <p>7. Condensing Ideas Condense ideas in a variety of ways to create precise and detailed sentences.</p>

Technology	<u>Basic Operations / Word Processing</u>	<u>Basic Operations / Word Processing</u>	<u>Basic Operations / Word Processing</u>
	<ol style="list-style-type: none"> 1. Demonstrate automaticity in keyboarding skills by increasing accuracy and speed. 2. Highlight text, copy and paste. 3. Use the 'comment' function in review for peer editing of documents. 4. Use the 'track changes' feature in review for peer editing of documents. 	<ol style="list-style-type: none"> 1. Independently operate peripheral equipment (scanner, digital camera, camcorder, printer, etc.) 2. Identify and use a variety of storage media (CDs, DVDs, Flash drives, school servers, online storage, etc.) and provide a rationale for using a certain medium for a specific purpose. 3. Demonstrate use of intermediate features in word processing application (e.g. tabs, indents, headers and footers, end notes, bullet and numbering, tables). 	<ol style="list-style-type: none"> 1. Compress and expand large files. 2. Identify successful troubleshooting strategies for minor hardware and software issues/problems. 3. Identify and assess the capabilities and limitations of emerging technologies. 4. Apply advanced formatting and page layout features when appropriate (e.g. columns, templates, and styles) to improve appearance of documents and materials. <p><u>CCSS.ELA-Literacy RI 7.7</u> Compare/contrast text to audio, video, or multimedia version.</p> <p><u>CCSS.ELA-Literacy RL 7.7</u> Compare/contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.</p> <p>Writing 7.2a Introduce Topic/Thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting, graphics, and multimedia to aid comprehension.</p>
Hidden Figures / Historic Figures	<i>To be selected by HFA staff during planning year.</i>	<i>To be selected by HFA staff during planning year.</i>	<i>To be selected by HFA staff during planning year.</i>

Strategic Component #3 of 3: Using Adolescent-Brain-Compatible Strategies (ABCs) to Support All Learners

Strategic Component #1 discussed how HFA will promote social-emotional development of our scholars. Strategic Component #2 described effective control of time and space.

Now in Strategic Component #3, we describe how to create and use brain-compatible instructional strategies designed for early adolescents. Details and examples are provided showing how adolescent-brain-compatible strategies (ABCs) will be used to support all learners in our course of study. The ABCs and course of study work together to form our adolescent-brain-compatible academic program, as illustrated in Figure 9.



Figure 9. Strategies plus Course of Study equals our Adolescent-Brain-Compatible Program

Regardless of scholar proficiency level upon enrollment, HFA will use ABCs to ensure all scholars meet or exceed expectations in each content area, including: English Language Arts (ELA), Math, History, Science, English Language Development (ELD), Monart, and Taekwondo.

A. Instructional Strategies vs. Adolescent-Brain-Compatible Strategies

Instructional strategies are techniques that teachers use to help scholars learn what is being taught.

Adolescent-brain-compatible strategies (ABCs) differ in that they are instructional strategies that combine brain-based research with the unique needs of adolescents as they begin the developmental process of maturing socially, emotionally, and cognitively. ABCs allow HFA scholars to learn effectively and feel safe during this critical time of transformation in their lives. ABCs are designed to promote maximum success, accelerate scholar learning, engage and motivate scholars, and prepare scholars for high school as top performing individuals.

The 10 learning variables identified by Kovalik and the eight brain-friendly practices for adolescents (both described earlier under our explanation of how learning best occurs) are combined with Armstrong's four basic adolescent needs to create the ABCs used at HFA. The

four basic adolescent needs are: peer acceptance, risk taking, sensation seeking, and reward seeking.

B. The ABC Strategies

ABC Strategy -1. Absence of Threat/Nurturing Reflective Thinking. Before learning can occur, teachers must create a safe, caring environment. Scholars must feel secure and *absent of any threat*. This begins by teachers having clear, consistent procedures. Scholars will be welcomed by name and a warm greeting when they enter their classrooms. Some specific strategies teachers at HFA will use to create the conditions for learning include: welcoming scholars by name and a warm greeting when entering their classrooms; creating an environment free of put-downs and bullying; establishing clear, predictable procedures, and routines; posting a daily classroom agenda; and responding to scholars in emotionally consistent way by reinforcing the HEART Skills, Lifelong Guidelines, and Six Tenets of TKD. This will build relationships with each and every scholar and set the stage for learning.

To build a classroom community *absent of threat* and one that *nurtures reflective thinking*, scholars will participate in collaborative activities (e.g., group projects, partner activities, and team-building exercises). Within their Houses, scholars will gain *peer acceptance* with the members in their House and participate in team-building activities as well as friendly competition. Friendly competitions such as relay races and card games allow scholars to nurture their need to take *risks* and receive *rewards* (such as internal gratification or winning at a game).

Affective learning aligns with providing an emotionally safe environment for adolescents to learn. Teachers at HFA will recognize adolescent emotions and integrate them into the curriculum. Some examples include: celebrating diversity and being emotionally supportive of scholars' needs; allowing for appropriate and friendly debates on age-appropriate controversial topics (e.g., school uniforms, cell-phone use at school, Internet influence, etc.); engaging scholars' sense of humor; having scholars re-create a historic scene or historical event; and allowing scholars to visualize imagery from novels they are studying.

The environment of the school must also be predictable and safe – both physically safe and emotionally safe. The staff at HFA shall work together to create a collaborative culture in which all parties are working together to create the optimum school climate. All staff shall “walk the talk” and model the behaviors that scholars are expected to master. If the adolescent brain feels threatened (e.g., verbal put-downs, bullying, overwhelmed with schoolwork, trouble with friends, being excluded from a group), the limbic system (the emotional center of the brain) will shut down. *Affective academic learning* cannot occur if an adolescent's brain remains in a state of anxiety.

ABC Strategy -2. Sensory-Rich Being-There Experiences. Each grade level will participate in three to six study trips or, *being-there experiences*. As *intelligence is a function of experience*, study trips allow scholars to engage all 19 senses, thereby collecting more sensory input for their adolescent brains. Study trips allow scholars to connect their curriculum to the real world providing a *real-world experience*. For example, you can read in a manual how to

change a flat tire, but you will only master learning how to fix a flat tire after you physically go through the process.

One example of integrating Kovalik's 10 learning variables and Armstrong's eight practices & four adolescent needs is through the use of Project Lead the Way's (PLTW), *Design and Modeling* unit. In quarter one, 7th grade scholars will learn about coding and programming through this unit in their Science class. They will work in groups to research and design a toy or game for a child who has cerebral palsy.

Prior to beginning their unit, the teacher may ask scholars:

"Have you heard of cerebral palsy?"

"Do you know anyone who has cerebral palsy?"

Scholars could perform a quick write in their journals answering the questions above. Next, the teacher could have scholars share in partners or small groups. This would open up a discussion about the disorder. Scholars in this way would be able to make *peer-learning connections*. Scholars could read a current news article about a child who has cerebral palsy. They could research the United Cerebral Palsy (UCP) of Sacramento and learn about the local, non-profit charity group and the citizens they support.

Scholars will make meaningful and real-world connections due to the purpose and meaning behind their work in designing a toy for a child who has cerebral palsy. One of the first "being-there experiences" the 7th graders at HFA may take is a trip to Shriners hospital. Here they can engage and interact with children, doctors, and nurses, learning more about specific diseases.

Scholars will develop and learn more about "empathy" – one of their HEART skills and may decide to complete their 8th-grade social action project on raising money for the children and families at Shriners Hospital. They can take their inventions and share their toys and games with the children at Shriners. In this example, scholars are encompassing many of Kovalik's 10 learning variables and Armstrong's 8 recommended practices for the adolescent brain. In particular, they are participating in *affective learning*, *self-awareness activities*, *making peer learning connections*, and having *real-world experiences*.

ABC Strategy -3. Meaningful Content. Meaningfulness is unique to each scholar. The curriculum must be adolescent appropriate and comprehensible. Teachers at HFA will adopt the teaching strategy of theme-based instruction. Each grade level team will collaborate to determine grade-level themes and essential questions to engage scholars and provide meaning and purpose behind all the learning they do. Later, when describing the course of study, we provide an example of the grade-level themes that will be used at HFA. In 6th grade, scholars will learn about self-discovery with their theme: *The Power of Me*. 7th-grade scholars will learn about improving their own community with their theme: *The Power of Relationships*. 8th graders will learn about their place in the world and how to make a positive difference through: *The Power of Change*. Teachers will create lessons, activities, study trips, and integrate the state-

adopted Common Core Standards throughout each theme in a yearlong plan as depicted by the Backward Standards Map (BSM).

Metacognitive strategies will be incorporated by all teachers at HFA; some include: engaging scholars in critical thinking through asking open-ended questions, teaching scholars how to evaluate sources of information, and challenging scholars to take a different side of an argument. Teachers will model “think-a-louds” and use graphic organizers to help regulate information. Scholars will learn how their brain works and research concepts such as “growth mindset” to promote academic achievement and life success. An example of these strategies is described in our Course of Study.

Adolescents need to participate in *self-awareness* activities. As described in Part 3: Our Theory on How Learning Best Occurs, we explained how emotions affect learning and performance. Scholars will have opportunities during their English Language Arts class to compare and contrast their own identity with that of characters in literary texts. Scholars will also have opportunities to write personal reflections and complete journal entries about their personal feelings, their background, and their identity. In History, scholars will explore hidden and historic figures and write summaries on how they identify with certain historical heroes. Teachers in all subjects will seek to make personal connections between content and each scholar’s personal life.

ABC Strategy -4. Enriched Environment. Having an enriched environment means creating classrooms that are neat, organized, and distraction free. Scholars shall have access to resources and materials based on their current units of study. Teachers at HFA will change bulletin boards, materials, and displays frequently to match the current units and themes being explored. They will have clutter-free classrooms and promote a collaborative culture. Teachers will schedule guest speakers and community members to support the content and standards being taught. Teachers will provide frequent opportunities for scholars to collaborate and work together using teaching techniques such as: creating groups and establishing group roles, procedures, and norms; jigsaw techniques in which each scholar will work on one portion of a project; 10-2 in which the teacher will provide input (direct instruction) for no longer than 10 minutes and allow scholars 2 minutes to process the information through reflective thinking and/or discussing with a partner; and incorporating movement to enhance learning.

Adolescence provides an opportunity for young teenagers to express themselves creatively depicting their sense of identity and mature understanding of our world. Artistic and creative expressions will be encouraged through the integration of Monart in English Language Arts (ELA), History, Math, and Science class. Scholars will have opportunities to express their ideas visually through diagrams, graphic organizers, and conceptual maps. Technology will be used during each scholar’s elective and Science class to integrate video, photography, and animation into a variety of projects.

ABC Strategy -5. Movement to Enhance Learning. Movement is crucial to every brain function (Kovalik, 2009). In middle school and high school, one of the best practices for learning is *learning through the body*. The body and brain have an inseparable partnership. Movement supports brain function with memory, emotion, language, and learning. HFA’s

scholars will receive Taekwondo (TKD) in either first or second period. Early morning exercise enables the brain to be ready, willing, and able to learn.

Teachers will incorporate movement into the regular classroom day through the following strategies: having stand and stretch breaks; incorporating songs, chants, or call-response affirmations with body movements; and incorporating “energizers” to keep scholars awake and alert throughout the day. House time will incorporate movement through creating and performing team cheers, participating in team building and problem-solving exercises, and participating in friendly games or competitions.

ABC Strategy -6. Choices. Armstrong and Kovalik support the idea that adolescents need *opportunities to choose*. Teenagers do not like being told what to do all the time; nor do they like being told what they “must” do. By allowing opportunities to choose, we can avoid stress or frustration simply due to boredom. Some ways teachers at HFA will incorporate opportunities to choose are: choice of book report project in English Language Arts (e.g., written report, PowerPoint presentation, shoe-box diorama); scholar-selected books for independent reading (appropriate selections; teacher approved); choice of service-learning project in science, student surveys, participating in scholar council, choice of lunchtime music playlist, and choice in afternoon clubs.

ABC Strategy -7. Adequate Time. In order for our scholars to process their learning, obtain meaning from it, and apply what is learned to their own personal lives, teachers at HFA must give scholars *adequate time*. The daily schedule was strategically created to provide scholars with longer instructional blocks of uninterrupted time in their English/History course and Math course. This lessens the amount of stress and anxiety that can be placed on an adolescent for fear of “running out of time.” It also provides for the integration of the iSTEAM curriculum and time to apply meaningful content to teach the CCSS and our identified power standards.

ABC Strategy -8. Collaboration. A collaborative and inclusive culture will be built at HFA. Scholars will have frequent opportunities to work together on projects and assignments in all subjects. During adolescence, young teenagers want to spend more time with their peers than adults; effective teaching and learning allows for *peer learning connections* to be made. HFA caters to this need by providing frequent small-group learning activities in each course. Teachers will also engage scholars in open-ended discussions and friendly debates. Afternoon clubs provide scholars with similar interests to interact and connect. Houses provide an outlet for 6th, 7th, and 8th graders in the same house to cooperate, work, and learn together through a series of team-building activities. Peer editing and review of writing during ELA allows peers to appreciate the diversity of each other’s work and offer critiques, input, and feedback to improve the overall quality of their work.

ABC Strategy -9. Immediate Feedback. Adolescents are *reward-seeking* and *sensation-seeking*. They appreciate and need *immediate feedback* to know that they are on the right track. When learning to play a new sport, we receive immediate and continuous feedback. When learning to play basketball, for example, we receive immediate gratification if we make the shot.

Receiving feedback is critical for our young teenage scholars. Feedback informs them that they have succeeded in a learning task. It provides a *reward* and positive *sensation*.

ABC Strategy -10. Mastery and Application. Mastery breeds confidence in the learner, which encourages willingness to try new and different things. In teaching to mastery, teachers create lessons in which scholars have the opportunity to make meaning of their learning through developing a pattern and a program. This two-step process enables patterns to be recognized and programs to be naturally built in the brain. Pattern recognition involves identifying and understanding new skills. Patterns are learned through repetition and practice. A pattern can be as simple as learning a morning procedure for how to greet your teacher or learning the Pythagorean Theorem in Math. Once a pattern is established, scholars will build a mental program. The brain's mental program allows us to put to practice the patterns we learn.

For example, after identifying and learning the Pythagorean Theorem, an 8th-grade scholar must have opportunities to apply and practice the formula. 8th graders may construct a model of a sloped roof or solve problems determining the correct angle for an airplane to descend allowing it to land at a certain airport by finding the hypotenuse.

Scholars who need support developing their foundational skills in Math will be taught basic math facts utilizing mastery learning and application. For example, in learning multiplication facts, scholars would receive practice and repetition to develop the pattern-seeking ability of their brains. With adequate time, scholars will create a mental program of the newly learned skill and master concepts, which they can naturally apply to the real world.

Educational Program Part 5. The Course of Study and Supporting All Scholars

Now that we have reviewed our adolescent-brain-compatible strategies, we will explain our course of study and how we will support all learners. Part 5 is described in terms of:

1. Identifying English Language Learners
2. Supporting English Language Learners
3. Course of Study: ELD (Integrated)
4. Course of Study ELA: Reading Comprehension, Fluency, Vocabulary, Writing, Language, Speaking & Listening
5. Course of Study: History
6. Course of Study: Math
7. Course of Study: Science
8. Service-Learning Project
9. TKD / Movement
10. iSTEAM Integration / Elective
11. Extended Learning Opportunities
12. Response to Intervention (RTI Model)
13. Special Education
14. Advanced Learners
15. Curriculum Materials
16. Professional Development to support the Educational Program

1. Identifying English Language Learners

Assuming most scholars will come from YPSA in year one, HFA predicts an English Learner population around 38%, as shown previously in Table 5 under the section on “Whom We Plan to Educate.”

At the time of enrollment, each parent/guardian will complete a scholar registration form, which includes a Home Language Survey (HLS) section. If all the responses to questions 1-4 are “English,” the child is classified as English-only (EO). If any of the responses to questions 1, 2, and/or 3 are a language other than English, the school has 30 days to assess the child using the new English Language Proficiency Assessment for California (ELPAC) to determine the child’s level of English language proficiency. Knowing a child’s English language proficiency in listening, speaking, writing, and reading will give teachers the necessary information to plan for appropriate instruction. If the response to question 4 is the only response indicating a language other than English, the child is to be classified as EO.

The completed registration form is to be placed in the scholar’s cumulative file, and the school is to enter the home language into the electronic scholar information system.

There will be two separate English language proficiency (ELP) assessments: one for the initial identification of scholars as English learners (EL), and a second for the annual summative assessment to measure a scholar’s progress in learning English. The second summative assessment will identify the scholar’s level of ELP.

The ELPAC is aligned with the 2012 California ELD standards. There are four performance levels:

Level 1 – ***limited functional*** receptive (listening and reading) and productive skills (speaking and writing).

Level 2 – ***somewhat functional*** receptive (listening and reading) and productive skills (speaking and writing).

Level 3 – ***moderately functional*** receptive (listening and reading) and productive skills (speaking and writing).

Level 4 – ***fully functional*** receptive (listening and reading) and productive skills (speaking and writing).

The ELPAC covers the same reporting domains as the CELDT: listening, speaking, reading, and writing. The threshold recommendation proposed to the State Board of Education to consider a scholar for reclassification is between level 3 and level 4. A scholar whose initial assessment results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). If the ELPAC is not available in 2018, we will use the CELDT.

Teachers plan and facilitate learning using a combination of the HET Model, brain-compatible strategies, multiple learning modalities, and Project GLAD in all classrooms. HFA's instructional approach will greatly benefit English learners and *all* scholars.

We recognize becoming fluent in a second language takes time. Research on first and second language acquisition suggests that it takes five to seven years to achieve language proficiency. We at HFA intend to accelerate learning with our brain-compatible approach.

Through incorporating our adolescent-appropriate, brain-compatible strategies shared above in conjunction with the research-based instructional strategies of GLAD and teachings of Jo Gusman, we will effectively support our English learner population in all content areas.

2. Supporting English Language Learners

Our adolescent-brain-compatible approach will create the optimal learning environment for middle school scholars, lowering their affective filters, and allowing for learning to occur naturally. This will be particularly important when working with our English language learners.

We recognize English learners will be at different levels as determined by the ELPAC. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their scholars reach common core standards in ELD, ELA, Math, Social Studies, Science, Physical Activities, and all supplemental courses.

Relationship-building will be a key factor in ensuring academic success for our English learners. In addition to analyzing ELPAC data, teachers need to understand the educational background of their English learners in regard to their native language. Teachers need to consider how much time their English learners have spent learning English in their home country and learn their academic strengths (Girard & Spycher, 2007). This knowledge is necessary to determine scholars' individual needs and use strategic grouping to differentiate instruction for the varying levels of English proficiency.

A protected, designated 20-minute block of instruction will be provided within every scholar's English/History (Humanities) class each day. During this block of time, *all* scholars will be taught specific ELD lessons about how English works.

Designated ELD support will be provided during "What-I-Need" (W.I.N.) time. W.I.N. time is provided in 35-minute blocks, two days per week. Scholars will be grouped based on learning need. ELD instruction during W.I.N. time will address foundational literacy skills for any scholar who needs this support. W.I.N. time will also be used to provide additional instructional support in teaching about how English works. It is one of our strategic ways to allow *adequate time* for scholars to learn and master necessary skills. Instruction will be differentiated to meet each scholar's individual needs and accelerate each scholar's development of literacy skills.

Teachers will be trained in a variety of additional instructional strategies to support teaching English learners through the use of: Guided Language Acquisition Design (G.L.A.D). Project GLAD comprises over 35 instructional strategies that aim to enable all scholars (English learners or native speakers) to read and write at or above grade level while receiving full access to the academic curriculum. Trainers of GLAD have incorporated the collective research and knowledge of Stephen Krashen, Tracey Terrell, Jim Cummins, Lev Vygotsky, Paulo Freire, Spencer Kagan, Michael Long, Paul Berman, and William Rutherford. Teachers are able to use differentiated instruction and GLAD strategies across all content areas through an integrated approach.

GLAD is dedicated to building academic language and literacy skills while allowing all children equal access to high quality instruction. Each scholar's voice, beliefs, culture, experience, and values will be respected, honored, promoted, and celebrated through the use of GLAD instruction.

Language learning occurs all day and will be promoted in each and every course offered at HFA. All the strategies used in each classroom provide the necessary language support to build scholars' language competencies and abilities. Opportunities are created to give children time to practice with each other and share. We learn something best when we are able to teach it to somebody else. Thus, scholars are provided multiple opportunities to share and teach others through different modalities and our ABC strategies.

The CA ELD standards will be integrated throughout every course at HFA. This is further explained under "Course of Study for ELD." An emphasis will be placed on building academic vocabulary across all curricula. Scholars will be encouraged to use their academic vocabulary in speaking and writing. English learners will learn the difference between everyday language

(spoken language used at home or in social settings with friends) and academic language (formal language in sentence structure, grammar, and vocabulary) used primarily in reading, writing, and the professional world.

Teachers will provide a variety of instructional strategies to make learning accessible for all scholars. Some may include wordsmithing and grouping words through graphic organizers (Girard & Spycher, 2007). In 7th grade, scholars must learn how to cite evidence from text to support a claim. If scholars frequently use the word: “said,” the teacher may provide a strategy for different ways to say “said.” The teacher would model sentence frames:

Instead of: The author *said*, “...”

Let’s try: The author stated, “...” / The author depicted, “...”
 The author suggested, “...” / The author noted, “...”

Scholars may also complete graphic organizers to help them understand complex vocabulary and build their academic language. An example of a graphic organizer used in Science is shown in Figure 10.

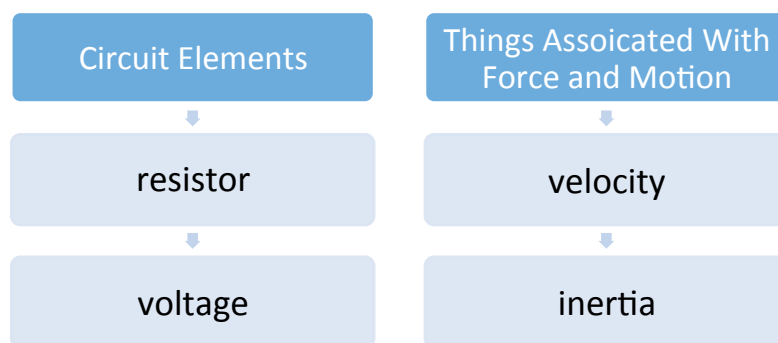


Figure 10. Graphic organizer to support vocabulary development

The brain-compatible approach we will use at HFA is consistent with the natural approach to second language acquisition advanced by Stephen Krashen (www.sk.com.br/sk-krash.html). The key is comprehensible and meaningful input, as described by Krashen in his *i+1* or Input Hypothesis. Input is best received in a safe learning environment that lowers his/her affective filter. In discussing the best approaches for teaching language, Krashen noted, *"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that scholars really want to hear. These methods do not force early production in the second language, but allow scholars to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."* - Stephen Krashen

In addition to GLAD training, during the initial planning year, teachers will receive specific training and professional development in learning, implementing, and teaching the CA ELD standards through Jo Gusman. Gusman is the creator of the *Foundation-Frameworks-Tools Model* created specifically for designing and monitoring language and literacy programs for

culturally and linguistically diverse scholars. Gusman is a pioneer in creating the first brain-based ELD programs, curriculum, instructional frameworks, and processes specifically designed for refugee, immigrant, and American-born English language learners and emerging bilingual scholars.

Presently, Jo Gusman provides support to YPSA teachers through ongoing professional development and teacher trainings. Due to her effectiveness, we will continue to use Jo Gusman at HFA. Teachers will learn about differentiated instruction for English learners through dissecting ELPAC and using that information to plan effective ELD lessons that are brain compatible. During PLC time, teachers will analyze ELPAC data and discuss strategic grouping to best support all of HFA's English language learners.

3. Course of Study: ELD (Integrated)

Due to the anticipated high percentage of English learners, HFA will have a strong emphasis on teaching, integrating, and practicing the CA ELD standards. Previously, under Item 4 of our ABC strategies, we discussed the multitude of instructional strategies we will employ to support our English learners. Staff at HFA will focus on developing academic language in all content areas. Scholars will use academic language in a variety of tasks, such as comparing and contrasting differing viewpoints of authors in arguments, justifying in written response their solution to a math problem, and explaining the "how" and "why" behind the rise and fall of historic empires. The strategies previously described of wordsmithing and the use of graphic organizers are examples of some scaffolding techniques teachers will use.

Utilizing the state ELD standards, English learners will progress with their English language acquisition through developing their collaborative, interpretive, and productive skills. Teachers will provide many opportunities for scholars to work in groups. Scholars will exchange ideas and interact with one another in various communication forms (oral discussions, written projects, and technology).

Teachers will model interpretive skills through activities such as "Think-A-Louds" in which teachers can verbalize their thinking process to improve scholars' academic language (Girard & Spycher, 2007). "Think-A-Louds" are one of the *metacognitive strategies* previously described that encourage *reflective thinking*. One example is an 8th-grade teacher discussing the pros and cons of allowing competitive sports in schools. In reading an article regarding competitive sports with the class, the teacher can model how to "think-a-loud" and demonstrate how the author uses particular vocabulary and other language resources to persuade the audience to his or her viewpoint.

For example, in the following sentence: "*The benefits of sports as part of the education process are abundant and sometimes beyond quantification, but the article merely brushes them off with only a slight acknowledgment*" (Sato, 2013).

The teacher can dissect the academic vocabulary out loud for the class modeling how to "think out loud":

“What are the ‘benefits’ of sports? Benefits are positive outcomes, advantages, or gains. What does the author mean by abundant? Abundant means that there is plenty; perhaps the author means there are many benefits to sports; or, many positive outcomes to sports...What about ‘beyond quantification?’ Quantification has the root ‘quantify’ which means to determine the number of something or the amount....quickly get with your partner and discuss the meaning of this sentence together.”

The collaborative, interpretive, and productive standards will be developed across all content areas as modeled by writing samples and oral presentations on given topics. Teachers can use the Vignette collection (CA Dept. of Ed, 2015) as a resource to develop in-depth lessons to differentiate and target specific learning needs for English learners and long-term English learners.

For example, an 8th grader, with the support of their teacher, may learn to engage in debate. The teacher would provide background knowledge by first giving examples of times when he or she has debated with others in everyday life. Academic vocabulary such as “debate” and “justify” would be introduced and defined. Next, the teacher could ask scholars if they have ever debated an issue with anyone. Scholars would be given “think time” to write down some notes in their journals explaining when they debated with someone and how they approached the debate. Scholars would then share their notes with a partner utilizing our ABC strategies of *collaboration* and making *peer learning connections*. To practice their literacy skills, scholars would read about various real-life topics that are debatable.

Connecting to their ELA standards, scholars would write arguments to express their opinions on these topics and attempt to persuade others of their viewpoint. Utilizing a scaffolding technique, the teacher could provide a sentence frame to support the use of high academic vocabulary such as “debate” or “justify” (which would have previously been introduced and defined). An example of a sentence frame could be:

I debated about _____ with _____. My opinion was _____, and I justified it by saying _____. (CA Department of Education, 2015)

Research in body-brain education indicates that more than 80% of a scholar’s reading success in school is correlated to and depends on his or her background knowledge, experience, and vocabulary. All teachers at HFA will teach, model, practice, and integrate the state ELD standards building background knowledge, creating experiences, and teaching academic vocabulary across all disciplines.

HFA will provide all necessary support to its high English learner population to ensure proficiency of the academic English language. A protected 20-minute block of time will be designated for ELD instruction during scholars’ English/History class to teach about how English works (Part II of the ELD standards). Scholars will understand text structure and learn about various text types (informational or literary); they will learn to expand and enrich their ideas through adding details and using appropriate phrases and clauses in writing; they will learn how to connect and condense their ideas through describing and joining ideas using proper grammar and sentence structure. Scholars will receive *immediate feedback* from their teachers as to their progression and success in learning about how English works.

As shared above, designated ELD support will be provided during W.I.N. time. Scholars will be grouped based on learning need. ELD instruction during W.I.N. time will address foundational literacy skills for any scholar who needs this support. W.I.N. time is provided in two 35-minute blocks, two days per week. Instruction will be differentiated to meet each scholar's individual needs and accelerate each scholar's development of literacy skills. Teaching about how English works and its structure will be particularly important to support our long-term English learners.

Formative assessment will be used to determine what our scholars need on an immediate and frequent basis. Teachers will collaborate during PLC time and discuss the needs of each scholar. Based on data from formative assessments, teachers will determine the specific and best ELD lessons to teach during W.I.N. time. Through this process, we will ensure *mastery learning* and *application*. Formative assessments are described in "Element 3: Methods For Measuring Pupil Outcomes."

Aforementioned, all ELD standards will be taught and integrated across all subjects. An emphasis will be placed on the suggested power standards in Table 24. Power standards are standards that have been identified as a high priority subset of the Common Core State Standards (CCSS). We feel these are the most critical and important standards for scholars at HFA to master. These standards correspond to the identified power standards for ELA.

Table 24. ELD power standards (draft)

Grade	Part 1: Interacting in Meaningful Ways	Part 2: Learning About How English Works	Part 3: Foundational Literacy Skills
6 th	<p>A. Collaborative</p> <p>A2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p>B. Interpretive</p> <p>B6a. Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>C. Productive</p> <p>C10b. Writing Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p> <p>C11a. Justifying/arguing Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.</p>	<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p> <p>2. Understanding cohesion 2a. Apply increasing understanding of language resources for referring the reader back or forward in text to comprehending texts and writing cohesive texts. 2b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.</p> <p>B. Expanding and Enriching Ideas <i>(Focus in History, Science and Math)</i></p> <p>3. Using verbs and verb phrases Use various verb types tenses appropriate to the task, text type, and discipline on a variety of topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p> <p>5. Modifying to add details Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.</p>	<p>(As needed only - designated instruction during W.I.N. Time)</p> <p>Print concepts</p> <p>Phonological awareness</p> <p>Phonics and word recognition</p> <p>Fluency</p>

		<p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express a reason to make a concession or to link two ideas that happen at the same time.</p> <p>7. Condensing ideas Condense ideas in a variety of ways to create precise and detailed sentences.</p>	
7 th	<p>A. Collaborative</p> <p>A3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech and open responses.</p> <p>A4. Adapting language choices Adjust language choices according to task purpose, task, and audience.</p> <p>B. Interpretive</p> <p>B6 Reading/viewing closely B6b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs.</p> <p>B8 Analyzing language choices Explain how phrasing, different words with similar meaning or figurative language produce shades of meaning, nuances, and different effects on the audience.</p> <p>C. Productive</p> <p>C10b. Writing Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words.</p>	<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p> <p>2. Understanding cohesion a. Apply knowledge of familiar language resources for referring to make texts more cohesive to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing texts with increasing cohesion.</p> <p>B. Expanding and Enriching Ideas <i>(Focus in History, Science and Math)</i></p> <p>3. Using verbs and verb phrases Use a variety of verbs in different tenses appropriate to the task, text type, and discipline on a variety of topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways in order to enrich the meaning of sentences and add details about ideas, people, and things.</p> <p>5. Modifying to add details Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.</p>	<p>(As needed only - designated instruction during W.I.N. Time)</p> <p>Print concepts</p> <p>Phonological awareness</p> <p>Phonics and word recognition</p> <p>Fluency</p>

		<p>C. Connecting and Condensing Ideas</p> <p>6. Connecting Ideas Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.</p> <p>7. Condensing Ideas Condense ideas in a variety of ways to create precise and detailed sentences.</p>	
8 th	<p>A. Collaborative</p> <p>A3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.</p> <p>A4. Adapting language choices Adjust language choices according to task purpose and audience.</p> <p>B. Interpretive</p> <p>B6 Reading/viewing closely</p> <p>B6a. Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>B6b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs.</p> <p>B6c. Use knowledge of morphology context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p> <p>B7 Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are</p>	<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p> <p>2. Understanding cohesion</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending and writing texts with increasing cohesion.</p> <p>B. Expanding and Enriching Ideas (<i>Focus in History, Science and Math</i>)</p> <p>3. Using verbs and verb phrases Use a variety of verbs in different tenses, voices (active and passive), and moods appropriate to the task, text type, and discipline on a variety of topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas,</p>	<p>(As needed only - designated instruction during W.I.N. Time)</p> <p>Print concepts</p> <p>Phonological awareness</p> <p>Phonics and word recognition</p> <p>Fluency</p>

<p>not) when provided with light support.</p> <p>B8 Analyzing language choices Explain how phrasing or different words with similar meaning or figurative language) produce shades of meaning, nuances, and different effects on the audience.</p> <p>C. Productive</p> <p>10 Writing 10a. Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register.</p> <p>11 Justifying/arguing 11a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>11b. Express attitude and opinions or temper statements with nuanced modal expressions.</p> <p>12 Selecting language resources 12a. Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>	<p>people, things, and so on.</p> <p>5. Modifying to add details Expand sentences with increasingly complex adverbials to provide details about a variety of familiar and new activities and processes.</p> <p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.</p> <p>7. Condensing ideas Condense ideas in a variety of ways to create precise and detailed sentences.</p>	
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4. Course of Study ELA: Reading Comprehension, Fluency, Vocabulary, Writing, Language, Speaking, & Listening

Scholars will participate in a 100-minute block of English and History each day. This block will integrate ELA and History into one class or one block each day.

The ELA curriculum will be aligned with the adopted Common Core State Standards (CCSS) found in Appendix G. The identified power standards for grades 6-8 can be seen in Table 25. All CCSS will be taught; however, power standards will be identified and focused on throughout each quarter. Power standards are standards that have been identified as a high priority subset of the CCSS. We feel these are the most critical and important standards for scholars at HFA to master.

Table 25. ELA power standards for Reading/Writing grades 6-8 (draft)

	6 th	7 th	8 th
Reading: Informational Text	<p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p>	<p>RI 7.1 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.)</p> <p>RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>RI 8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI 8.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
Reading: Literature	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL 8.6 Analyze how differences in the points of view of the characters and the audience or</p>

			<p>reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
Writing	<p>W 6.1 (and all sub standards) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 6.2 (and all sub standards) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here).</p> <p>W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W 6.9 (and all sub standards) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W 7.1 (and all sub standards) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 7.2 (and all sub standards) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 7.3 (and all sub standards) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W 7.9 (and all sub standards) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W 8.1 (and all sub standards) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 8.2 (and all sub standards) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W 8.9 (and all sub standards) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Each quarter, all teachers at HFA will focus on “essential questions” which will serve as a tool to help scholars comprehend and master grade-level standards. Due to anticipating the English learner population to be high, HFA’s essential questions will be linked to improving ELA skills for all scholars. Essential questions allow for teaching *meaningful content* and for adolescents to participate in *self-awareness activities*. Tables 26-28 illustrate a draft of suggested essential questions at each grade level for ELA. A sample of the ELA essential questions are represented in the BSM (Table 23). During the initial planning year, essential questions for each core subject will be finalized for each grade level by the HFA staff.

Table 26. 6th-grade ELA essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
6 th -grade theme: The Power of Me (Self-Discovery)				
Essential Question #1	How can reading and discussing texts help clarify values and define the most important human qualities?	What do others learn about me from my writing?	How will I know I have convinced others that my opinion is valid?	How do I best convey my feelings through words on a page?
Essential Question #2	How does reading, reflecting, and discussing what I read help me understand who I am?	How can I use technology in my writing and/or to express myself?	How do I choose credible evidence to support claims and opinions in my writing?	Is literature always an accurate reflection of life?
Essential Question #3	How do we read nonfiction text to clarify what we personally agree and disagree with?	How do we become confident in ourselves as writers?	How do capable readers make sense of non-fiction text?	How is my understanding of a text deepened by my conversation with others?
Essential Question #4	How do I effectively support what I believe?	How do I draw from my experiences to create meaningful texts?	How can reading texts of opposing views enhance my ability to be a creative, effective citizen?	How does reading, reflecting in a journal, and discussing what I read help me understand who I am?
Essential Question #5	Which hidden figure(s) do I respect and why?	Which experiences shape our sense of ourselves?	How do I know which reading strategies are best to use when I am stuck?	Why is reading critically essential to my growth as a person?

Table 27. 7th-grade ELA essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
7 th -grade theme: The Power of Relationships (Improving My Community)				
Essential Question #1	How can reading and discussing texts help us learn about hidden and historic figures who have contributed to the growth and success of our community?	In what ways has literature brought you to a greater understanding of yourself, your family, your friendships, and your world?	What kinds of facts and evidence are most effective for support in research?	How can I preview, question, and reflect upon my work?
Essential Question #2	How do readers use text to make meaning of arguments, support claims, and make logical inferences?	How do authors develop different points of view in a variety of genres?	How do I use technology, sources, and text features to find reliable and credible information?	When analyzing characters, how can I recognize one trait that a character should or should not possess?
Essential Question #3	How do readers use comprehension strategies to improve understanding of text?	How do genres outside of “realistic fiction” connect with their audience in a believable way?	How can I use writing in other subjects to improve my learning and understanding?	How does the writing process help me improve my writing?
Essential Question #4	What available careers are there in my community that support my passions and talents?	How is informative writing similar or different from other genres of writing?	How do I develop counterarguments and why should I include them?	When is a picture better than words?
Essential Question #5	How does reading examples of good writing help me improve my writing?	What types of text and print exist in my community (e.g. newspapers, advertisements, comic books)? Which text type do I enjoy the most?	Which community organizations or hidden figures could I write to and for what purpose?	How do I add details and expand upon my writing to make it more interesting to my readers?

Table 28. 8th-grade ELA essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
8 th -grade theme: The Power of Change (My Place in the World)				
Essential Question #1	How can reading and discussing texts help us learn about hidden and historic figures who have contributed to the growth and success of our world?	What kind of support would be most effective for my thesis statement?	How have individuals in our world overcome challenges and what can we learn from their example?	What life skills can we learn from authors/literary characters who have risen above their circumstances?
Essential Question #2	How can I conduct research to demonstrate my understanding of a community or global issue I desire to improve?	How do literary devices deepen our understanding and appreciation of literature and how do we use these techniques in our own writing?	How can we connect the characters in stories to our own lives to better understand who we are and how we fit in?	How have lessons from our past mistakes affected the way we now deal with conflicts?
Essential Question #3	How do readers make connections between text and the real world?	How do I use effective study, speaking and listening skills to be successful and stay organized?	What roles and responsibilities are needed to engage in a small group discussion of a novel?	How do I adapt writing according to prompts for explanatory, argumentative and open-ended questions?
Essential Question #4	What available careers are there in our world that support my passions and talents?	How do you use various digital sources to research, write and produce a presentation?	What are the parts of an effective presentation and the skills needed to engage the audience?	How do we balance differing needs? How is “fairness” dependent upon one’s situation?
Essential Question #5	How can you plan a work schedule for a long- term research project?	How should you use parts of speech to identify and prevent sentence errors?	How does understanding diversity foster change and improve relationships?	How can I use writing to positively stand up for what I believe while still respecting different viewpoints?

Reading. All scholars at HFA will read to learn. Reading will be emphasized, encouraged, and promoted throughout all subjects at HFA. Scholars will read and analyze increasingly complex text, making real-world connections throughout each grade level. They will learn to research topics of interest using credible sources and learn to cite evidence from a variety of text. Scholars will participate in project-based learning to demonstrate understanding and mastery. Scholars will present their projects in front of their peers, parents, and other community members.

Scholars at HFA will be taught close reading strategies to analyze and dissect a variety of non-fiction texts. Some sources include: current events, science news articles, news reports on community or global issues affecting our world, and biographies on historic and hidden figures. Scholars will learn to cite evidence from text with proper grammatical structure to support their own opinion or viewpoint. They will learn to take a stance and formulate an educated opinion about real-world topics. Scholars will use this same skill across other curricula.

All scholars at HFA will read literature from a variety of genres and sources: novels, short stories, speeches, news articles/reports, poetry, opinion pieces, biographies, and other non-fictional texts. They will read and explore both informational and literary text. By grade 8, scholars will be reading 45% literary and 55% informational text.

Scholars will participate in a selection of novel studies. For example, during the first two weeks of school, 6th graders will begin to read the novel *Wonder* by R.J. Palacio. This novel explores the life and story of a middle school student (August) who enters public school for the first time. August has a rare facial deformity and has been home-schooled for his entire life. This story explores the harmful effects of bullying and teaches scholars about empathy, one of the HEART Skills. Modeling our theme of self-discovery, this novel selection will help 6th graders explore their own identity.

In 7th grade, as scholars explore how to improve their own community, they will read *The 7 Habits of Highly Effective Teens* by Sean Covey and also complete the companion personal workbook as part of their ELA program.

Independent reading will be promoted through a series of quarterly book reports. Scholars will read a book of choice approved by their Humanities teacher and demonstrate comprehension, analysis, and reflection through a book report. Satisfying the adolescent need for *choices*, teachers will suggest appropriate and challenging books for scholars. For their report, scholars may choose to complete a written book report, give an oral presentation, write a poem, perform a dramatic reenactment of their favorite scene, complete a character analysis, create a shoe-box diorama, or write and perform a song/musical summarizing the book. Scholars will be given options that are engaging and self-selected. HFA will have books readily available for scholars to borrow.

Research concluded that the amount of time children spend independently reading is correlated with reading achievement, that teachers play a critical role in influencing scholars' attitudes toward reading, and that immediate access to books coupled with an inviting atmosphere are important in promoting reading (Morrow, 2003).

The Common Core Reading Standards for Literature and Informational Text are detailed in Appendix G. The Appendix shows a progression model and how the teachers at HFA will build upon prior knowledge and skills at each grade level. Assessment is described in “Element 3: Methods For Measuring Pupil Outcomes.”

Comprehension. A core value instilled at HFA will be the importance of continuously developing reading comprehension. A variety of resources and programs will be used to teach, practice, and emphasize reading comprehension. Reading comprehension will be incorporated across all subjects, including through the use of our iSTEAM curriculum.

Comprehension will be built through teaching reading comprehension strategies such as: asking questions before, after, and during reading; making meaningful connections to personal experiences and the real world; pre-teaching difficult vocabulary and academic language; and use of graphic organizers.

In math class, 6th-grade scholars will read the first comic book in Professor Pod Pi’s STEM curriculum series. Scholars will meet the main characters Jake and Zoe. They will read to learn, follow the guidance in their comic book, and build their first set of circuits through its hands-on learning kit.

The math teacher will pre-teach the Tier III academic vocabulary words: Arduino board, LED, JavaScript, robotics, components, software, circuit, and initializing. The story will be introduced and scholars will be encouraged to ask questions prior to reading their comics. Scholars will make connections to their personal life and/or the real world such as: “My dad has an LED flashlight” or “Now I see how they can make shoes that light up!”

Scholars will work with partners and complete graphic organizers to help them organize their new learning. They will develop and improve their reading comprehension, academic vocabulary, and understanding of critical 21st-century skills.

Fluency. Fluency is a critical foundational skill. Positively impacting word recognition, vocabulary development, and comprehension across grade levels, fluency plays an important role in developing reading ability. Scholars will be given a pre-assessment in reading fluency prior to entering 6th grade at HFA. The fluency assessment is described in Element 3: Methods For Measuring Pupil Outcomes.

Hasbrouch and Tindal (2006) determined a baseline for fluent readers at each grade level. Table 29 models the expectation of a fluent reader at each grade level. We will use the 50th percentile marking as our minimal target at each grade level. Any scholar reading below the 50th percentile targeted rate will receive targeted practice and intervention support during W.I.N. (What-I-Need) time and/or during the afternoon literacy club. Teachers will use instructional strategies and readings intentionally selected through the ELA standards, achievethecore.org, and [Read Naturally](#). These fluency passages are aligned with CCSS and include works by well-known authors and various genres. Scholars and teachers alike will monitor the progress of their fluency development to track improvements and success.

Table 29. Hasbrouch & Tindal (2006) fluency benchmarks

Grade Level	Percentile	Fall WCPM	Spring WCPM
6	90	177	204
	75	153	177
	50	127	150
	25	98	122
	10	68	93
7	90	180	202
	75	156	177
	50	128	150
	25	102	123
	10	79	98
8	90	185	199
	75	161	177
	50	133	151
	25	106	124
	10	77	97

Vocabulary. Vocabulary plays a crucial role in the reading, writing, speaking, and listening bands of the CA ELA standards. Scholars will participate in word studies and analysis through the implementation of close reading strategies. Teachers will pre-teach Tier II and Tier III academic vocabulary across all content areas.

Vocabulary and background knowledge will be developed through Science, Math, History, and iSTEAM curriculum, while being an integral part of the ELA curriculum. Through both in-class readings and independent readings, scholars will build their academic vocabulary through engaging with complex text. Independent reading will play a central role in vocabulary acquisition and reading development.

Scholars will learn to use context clues to determine the meaning of unknown words. Scholars will work in pairs or small groups to predict meanings of words and then use context clues to help define the word. Scholars will learn to use technology to look up definitions and synonyms for unknown words.

For example, in History class, the teacher may present the following sentence to his/her 8th grade scholars:

The Confederate states wanted to secede from the United States over the issues of slavery and regional control.

The teacher would have scholars get with a partner or in small groups to predict the meaning of “secede.” She would ask each pair or group to use context clues to determine the meaning of the new word “secede.” Scholars would quickly share out their predictions and justify and explain their thinking through the use of context clues. Scholars could then utilize technology to look up the definition of the word to verify their predictions.

Teachers will also use vocabulary in word studies to teach about how English works. In the example above, a scholar (especially an English learner) may confuse the word “secede” with the

word “succeed.” To help with comprehension, the teacher may have scholars work in pairs and complete graphic organizers comparing the two words.

Secede (v.) - to withdraw formally from an organization

Succeed (v.) - to accomplish something; or to come after and take place of

Scholars could also come up with synonyms for each word and write sentences together using the words appropriately:

Secede - withdraw; leave

Succeed - accomplish or follow

For English learners, or other scholars in need of foundation skills, this is a great reminder of the rule for soft and hard “c.” The word “secede” has a soft “c” which sounds like an “s.” Usually we pronounce “c” like an “s” when it is next to an “e” or an “i” in English language. In the word “succeed,” we have to first break the word into its syllables. The first syllable “suc” has the hard “c” pronunciation. The second syllable “ceed,” follows the rule of soft “c” when next to an “e” and thus would make the sound of an “s.”

This is one example as to how teachers at HFA will teach, model, and practice academic vocabulary and how English works and review critical foundation skills across all disciplines while incorporating our ABC strategies.

Writing. Writing will be embedded across all core subjects taught at HFA. As scholars advance through the grades, they will continue to develop and improve their writing ability through structure; organization; and use of language, vocabulary, grammar, and syntax. Scholars will focus on the three main writing genres: narrative, informational, and argumentative with an emphasis on developing research skills.

HFA’s writing instruction will be aligned with the writing CCSS. Scholars at HFA will be required to complete various types of writing in all core subjects such as: proper note-taking, graphic organizers, sentence improvement, reflections, journaling, paragraphs, summaries, PowerPoints, essays, and reports. Scholars will learn how to examine research from several sources and cite evidence from text, using this evidence to make strong claims. Appendix G shows the 6th- 8th-grade writing CCSS that will be taught at HFA.

Scholars will learn how to clearly convey their ideas through the use of the writing process. Beginning in 6th grade, scholars will learn the five steps to effective writing: pre-writing, drafting, revising, editing, and publishing. This model will be implemented and taught through each advancing grade level. Scholars will have opportunities to improve and reflect on their writing through the five-step process and receive both teacher input and peer feedback.

Scholars will work in pairs to exchange writing samples and get peer feedback. Peer editing will be part of the writing process at HFA. Scholars will learn to edit writing electronically as well as by hand. Scholars will integrate computer literacy skills with their writing and editing processes.

Teachers will use Writer's Workshop in which scholars will have opportunities to implement the writing process, edit, revise, and improve their work. One station will be a teacher conference station in which scholars can meet one-on-one with their teacher to receive personal and direct feedback. Another station will be peer feedback/peer editing in which partners will read each other's essays. Scholars will ask questions, provide feedback, and suggest ways to improve each other's work. Additional stations will be at the teacher's discretion based on scholars' individual needs and may include some techniques such as: reading aloud, identifying run-ons and fragments, or using technology to check proper use of citations. This *enriched environment* will not only provide *collaboration* opportunities, but will incorporate *immediate feedback* and *movement to enhance learning*.

Scholars at each grade level will keep a theme-based binder in their English/History class. This binder will serve as a scholar "portfolio" containing various reading-response activities and writing samples of each scholar's work. The portfolio provides opportunities for scholars to demonstrate their *mastery application* and ability to produce writing products in various forms rich with *meaningful content*.

For example, in 6th grade, scholars will be learning about self-discovery. They will learn how their brain works and what "smarts" or multiple intelligences they are most dominant in. They will write a summary reflection piece on how learning about how the brain works and what smarts they have will help them in school and in life. They will read from a variety of articles and sources and cite evidence from informational text to support their claims.

Scholars will make personal connections learning about their gifts to their family and to the world. A gift could be possessing empathy, one of HFA's HEART skills. Scholars will write autobiographies describing their gifts and how they can make a difference within their classroom, within their home, within their community, and in our world.

Language, Speaking, & Listening. Scholars at HFA will be taught the CA Common Core ELA Standards for Language, Speaking, and Listening. Appendix G shows the 6th-8th-grade language, speaking, and listening standards that will be taught at HFA. Specific instruction for language will be provided during the ELA/History block. Speaking and listening standards will be integrated throughout all courses taught at HFA.

During collaborative activities, scholars will meet with their peers to discuss a variety of topics to practice their language, speaking, and listening skills. Scholars will establish group protocols and group roles to develop classroom discourse (the language teachers and scholars will use to communicate with each other in the classroom). For example, in English class, 6th-grade scholars may be assigned a homework assignment to read an article about General Vang Pao. The following day, they may be asked to work in groups of four to discuss the human impact of Vang Pao's Secret Army. Following one of the identified power standards, scholars should come to the discussion prepared, having read or studied the article. They can reflect on their opinions and ideas referring to evidence from the article to support their claims.

5. Course of Study: History

Adhering to the CCSS and the newly adopted CA History-Social Science Framework (2016), scholars at HFA will demonstrate intellectual reasoning, reflection, and research skills throughout their social studies/history curriculum. Scholars will learn to think like historians as they develop skills such as: identifying sources, citing evidence, analyzing, and making real-world connections. These skills will be reinforced as scholars learn about American and World History as outlined in the History and Social Science Framework, as well as the C3 Framework. Scholars will learn about important historical and hidden figures, key events, and periods of time based on the era they are studying. Scholars will explore major historical events and relate them to present day, learning about the impact these events have made on our world. Scholars will develop the skillset necessary to identify proper and accurate research and distinguish opinions from fact.

The newly adopted framework enables scholars to learn rich content, develop inquiry-based critical thinking skills, and improve reading comprehension and expository writing ability. The framework also promotes the ideals of citizenship (CA State Board of Education, 2016). The new framework *nurtures reflective thinking* through emphasizing the inquiry process.

Scholars in grades 6-8 will learn the inquiry process through asking questions, using evidence to analyze and interpret their findings, and reflecting on the result. They will develop their literacy skills through an integration of the ELA and ELD standards. They will learn about citizenship within themselves, their classrooms, their community and their world.

Integrating their ELA skills and the CA History and Social Science literacy standards, scholars will learn to find relevant and verifiable sources as they research historical periods of time. Scholars will draw conclusions from credible sources and will be encouraged to ask questions and seek answers.

In 6th grade, when scholars explore the theme of “The Power of Me,” they will use the newly adopted framework to answer essential questions such as:

What does citizenship mean to you? (The History Project, UC Davis, 2017)

How can we promote citizenship, knowledge, skills and discipline in the classroom? (The History Project, UC Davis, 2017)

Scholars will explore problems from the past, present, and future. They will read and learn how problems were solved in the past determining the “how” and the “why” (cause and effect).

Scholars will develop geographical and map skills and learn about population growth, expansions and collapses of empires, the development of economic systems, and the growth of different religions and cultures throughout our world.

Scholars will make connections to their iSTEAM curriculum and history. For example, 6th-grade scholars will describe early hunter-gatherer societies and the development of tools and use of

fire. Scholars will make the connection to present-day Generation Z and the development of technology and use of social media tools using the C3 inquiry arc. The C3 inquiry arc provides a process in which scholars will learn to: 1. Develop questions and plan inquiries, 2. Apply disciplinary concepts and tools, 3. Evaluate sources and use evidence, and 4. Communicate conclusions and take informed action. They will compare and contrast similarities and differences, integrating their ELA standards and skills to write an inquiry reflection.

In 7th grade, scholars will research hidden figures and heroes who have contributed to the betterment of our community. Through an *enriched environment*, they will learn why these figures are important and what makes them historically significant. One example would be educator, activist, and politician Joe Serna, Jr., son of a migrant farm worker who worked with Cesar Chavez. Serna was an active supporter of United Farm Workers and helped organize clothing and food drives for farm workers on strike in the 1960s. Serna was Sacramento's first Latino mayor and had a vision and dream of revitalizing downtown Sacramento. Learning about hidden and historic figures, especially within our own community, will engage and excite scholars to better understand human impact. 7th-grade scholars will make meaningful connections to learning about the "Power of Relationships" within our community.

In 8th grade, when learning about U.S. History, scholars will use the inquiry process to answer guiding questions. When learning about the nation's founders, 8th graders may first participate in a reflective quick write such as:

Is there a time you wanted more freedom and you weren't allowed it?

To generate background knowledge, the teacher could give a few examples:

Perhaps you wanted to stay home alone while your parents went out; or maybe you wanted to go to the movies with a friend by yourself and you weren't allowed?

After scholars complete their quick write and share with the class or in a small group, the teacher will introduce the lesson for the day.

Today, as we continue to read about the Declaration of Independence, I want you to think about the following question: What did freedom mean to the nation's founders and how did it change over time?

Another example would be when 8th graders are studying the causes, course, and consequences of the Civil War. One instructional strategy may be having scholars work in collaborative groups to create a poster of the three main issues of the Civil War: sectionalism, states' rights, and slavery. Groups would work together to determine how each contributed to the outbreak of war. Groups will give mini-presentations explaining their poster models and justify their theories using research-based evidence to support their claims.

All scholars at HFA will have access to a robust and comprehensive history-social science program. Scholars in all grades will explore historic, hidden, and influential figures who have made a difference in our world and in our community. To achieve our established 9th goal

stating, *Scholars actively practice and model core American values as they participate in and promote the democratic process...*, scholars will learn to develop respect for all persons as equals. Scholars will recognize their responsibility as members of our local and global communities, caring about not only their own quality of life, but of those in their community and in their world. They will participate in a service-learning project within their community as described under the Course of Study for Science.

Table 30 provides an outline of the identified power standards for History and Social Science in grades 6-8. Teachers at HFA will utilize the newly adopted Framework to guide teaching and learning. The identified power standards were selected as they most closely resemble the ideas reflected in the new Framework. When the state adopts new content standards, HFA will also adopt the new standards.

Tables 31-33 provide an overview of the tentative essential questions for grades 6-8.

Table 30. History-Social Science power standards grades 6-8 (draft)

6 th grade	7 th grade	8 th grade
Major Theme: World History and Geography: Ancient Civilizations	Major theme: World History and Geography: Medieval and Early Modern Times	Major theme: United States History and Geography: Growth and Conflict
<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>6.1-2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p>	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>7.1-3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>	<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <p>8.1-2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).</p> <p>8.1-4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p>
<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2-2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2-3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>6.2-4 Know the significance of Hammurabi’s Code.</p>	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.2-2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p> <p>7.2-5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.</p>	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>8.2-2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.</p> <p>8.2-3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</p> <p>8.2-7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p>
<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>6.3-2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</p> <p>6.3-5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</p>	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.3-1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>7.3-4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p>	<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.3-4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>8.3-6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p>

<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.4-2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>).</p> <p>6.4-3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4-6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.4-8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</p>	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.4-1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>7.4-2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p>	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4-2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</p>
<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6.5-3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.</p> <p>6.5-5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</p> <p>6.5-7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i>; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).</p>	<p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.5-1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.5-3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.</p>	<p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>8.5-1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p>
<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.6-2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>6.6-4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6-7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p>	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6-3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p> <p>7.6-6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p>	<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>8.6-1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p> <p>8.6-4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</p> <p>8.6-5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.</p>

		8.6-6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>6.7-2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>6.7-4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p>6.7-7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p>	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7-2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.7-5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p>	<p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.7-2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>8.7-4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p>
	<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>7.8-2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.</p> <p>7.8-5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8-1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).</p> <p>8.8-2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.8-5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p>
	<p>7.9 Students analyze the historical developments of the Reformation.</p> <p>7.9-2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</p> <p>7.9-6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.</p>	<p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>8.9-2 Discuss the abolition of slavery in early state constitutions.</p> <p>8.9-5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>8.9-6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p>
	7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

	<p>7.10-2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p>	<p>8.10-3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p> <p>8.10-4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p> <p>8.10-5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p>
	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11 -2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p> <p>7.11-3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</p> <p>7.11-6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>	<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.11-1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p>8.11-3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</p> <p>8.11-5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>
		<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>8.12-2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p> <p>8.12-5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12-7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p>

Table 31. 6th-grade History/Social-Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
6 th -grade theme: The Power of Me (Self-Discovery)				
Essential Question #1	What does citizenship mean to you?	How did the religious practices of Judaism change and develop over time?	How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies?	What were the strengths and weaknesses of the Roman Republic? Why did the Roman Republic fall?
Essential Question #2	How can we promote citizenship, knowledge, skills and discipline in the classroom?	How did the environment, the history of the Israelites, and their interactions with other societies shape their religion?	How did the religion of Buddhism support individuals, rulers, and other societies?	What HEART Skill would have helped Julius Cesar the most? Why?
Essential Question #3	What happened to all the other Hominids in Africa or the Neanderthals who had evolved from earlier humans in Europe?	What were the differences in point of view and perspective between the Persians and the Greeks, and between the Athenians and Spartans?	During the Indus civilization, the Vedic period, and the Maurya Empire, how did the connections between the Indian subcontinent and other regions of Afroeurasia increase?	How did the Romans advance the concept of citizenship? How can we advance the concept of citizenship at HFA?
Essential Question #4	How did the environment influence the migrations of early humans?	How did Greek thought (a cultural package of mythology; humanistic art; emphasis on reason and intellectual development; and historical, scientific, and literary forms) support individuals, states, and societies?	What factors helped China unify into a single state under the Han Dynasty? What social customs and government policies made the centralized state so powerful?	How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?
Essential Question #5	How did people's lives change as states and empires took over this area? How would your life have changed if you were a Mesopotamian citizen?	Which Greek figure (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides) do you most respect and why?	How did the philosophical system of Confucianism support individuals, rulers, and societies?	Did the Romans give up freedom for order and peace? Would you give up freedom for order and peace? Why or Why not?

Table 32. 7th-grade History/Social-Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
7 th grade theme: The Power of Relationships (Improving My Community)				
Essential Question #1	How did the environment and technological innovations affect the growth and contraction of the Roman Empire, the Byzantine Empire, and Medieval Christendom?	How did the Tang and Song dynasties gain and maintain power over people and territories?	How did Chinese culture, ideas, and technologies and Buddhism influence Korea and Japan?	What impact did human expansion in the voyages of exploration have on the environment, trade networks, and global interconnection?
Essential Question #2	What impact did human expansion have on the environment? What impact does human expansion have in our community?	Why did Quanzhou become such an important site of encounter? Is there a place of exchange like Quanzhou in your community?	What influence did samurai customs and values have on the government and society of medieval Japan?	Was slavery always racial?
Essential Question #3	How did the decentralized system of feudalism control people but weaken state power?	How did the environment affect the development and expansion of the Ghana and Mali empires and the trade networks that connected them to the rest of Afroeurasia?	How did the Mongol Empire destroy states and increase the interconnection of Afroeurasia?	How did the gunpowder empires (Ming/Manchu China, Mughal India, Safavid Persia, Ottoman Empire, Russia, Spain, later France and England) extend their power over people and territories?
Essential Question #4	How did Islam develop and change over time? How did Islam spread to multiple cultures?	Why was Mali a site of encounter? What were the effects of the exchanges at Mali?	How did increasing interconnection and trade, competition between states (and their people), and technological innovations lead to voyages of exploration?	How did the Reformation divide the Christian Church, millions of people, and European states?
Essential Question #5	How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?	How important was family, labor specialization, and regional commerce in the development of the states and cities in West Africa? What is the importance of your family in the development of your home and in your community?	What were the effects of the exchanges at Calicut?	What were the effects of the Renaissance and the Scientific Revolution?

Table 33. 8th-grade History/Social-Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
8 th -grade theme: The Power of Change (My Place in the World)				
Essential Question #1	How are we as a nation still trying to fulfill the promises of the Declaration of Independence?	How did the government change during the Early Republic?	Why do periods of reform arise at certain historical moments?	How and why did the war become a war to end slavery? How was slavery abolished through the Civil War?
Essential Question #2	What did freedom mean to the nation's founders and how did it change over time?	Was the Louisiana Purchase Constitutional? Construct an argument in support of your opinion.	What was life like for slaves? How did slave families live in ways that were similar to and different from non-slave families?	How was the Civil War conducted militarily, politically, economically, and culturally?
Essential Question #3	Who is considered an American?	How did work change in the first half of the 19 th century? How will work change in our world with the current advancements of technology?	How did Manifest Destiny contribute to American expansion?	How did Reconstruction redefine what it meant to be an American?
Essential Question #4	What were the legacies of the American Revolution?	What was the impact of slavery on American politics, regional economies, family life, and culture? What did the frontier mean to the nation in the first half of the 19 th century?	How did leading American thinkers (such as artists, intellectuals, religious, and government leaders) justify America's westward expansion in the 19 th century?	Who came to the United States at the end of the 19 th and beginning of the 20 th century? Why did they come? What was their experience like when they arrived?
Essential Question #5	How much power should the federal government have and what should it do?	How did Americans help people in need? How can you help people in need?	How did the Civil War change the United States?	What does it mean to be a good citizen, a participatory citizen, and a socially just citizen? How can you be a good, participatory, and socially just citizen?

6. Course of Study: Math

Middle school is a transitional period in which scholars move from arithmetic to algebraic and geometry concepts. Sixth-grade scholars focus on learning about ratios and rates. By the end of the year, they are expected to master multi-digit division and master calculations with multi-digit decimals. Sixth graders evaluate expressions and write formulas to solve real-world problems. They begin to develop their ability to think statistically and analyze data.

Seventh graders learn how to apply proportional relationships to solve single- and multi-step problems. Seventh graders expand upon their prior knowledge of rational numbers and develop linear equations. They solve for unknown variables and learn more complex geometry formulas involving 3-dimensional objects. Seventh graders have a strong foundation for understanding area, surface area, and volume of geometric figures. They learn how to draw inferences about populations based on samples.

Eighth graders use linear equations and systems to solve a variety of problems. They learn about functions and how one quantity determines another. Eighth graders develop their geometry skills through learning about angles, translations, reflections, rotations, and dilations. They analyze two and three-dimensional figures and space using distance, angle, congruence, and similarity. They understand and apply the Pythagorean Theorem and learn to make real-world connections. The iSTEAM focus at HFA will integrate these critical standards and place a great emphasis on ensuring that all scholars are academically proficient or advanced in middle school mathematics.

Using both the CCSS and curriculum from Professor Pod Pi (Pod Pi) (<http://www.podpi.com>), scholars will not only learn necessary math concepts, standards, and skills, but will be able to critically think and problem solve through understanding concepts such as building circuits and coding. Scholars will use their math skills and apply them to real-world scenarios, making learning meaningful and engaging.

Previously, we described how scholars would use Pod Pi's STEM curriculum series to develop reading comprehension and learn Tier 3 Vocabulary. This series will be used in conjunction with the Engage New York Curriculum to teach the adopted CCSS for Math.

Figure 11 shows an overview of the 6th-8th-grade pacing guide for the Engage New York Curriculum (<https://www.engageny.org/>). Table 34 identifies the suggested power standards for grades 6-8. Major clusters in the Mathematics Framework were used to assist with identifying power standards (CA Department of Ed, 2015). Essential questions to guide learning are demonstrated in Tables 35-37 for grades 6-8 respectively. Examples of the integration of the Engage New York and Professor Pod Pi STEM curriculum are explained below.

In 7th grade, scholars will learn about proportional relationships by looking at tables, graphs, equations and verbal descriptions such as word problems. Scholars will learn to compute unit rates and apply proportional reasoning to identify scale factor and create a scale drawing.

After building their first circuit with Pod Pi and creating a blinking LED light, scholars will determine the rate and unit rate for their circuits. For example: What is the unit rate for an LED light that blinks 420 times in 7 hours? Answer: Unit Rate – 60 / Rate 60 blinks per hour.

Here we provide scholars additional opportunities to apply their math skills and provide them with purpose and meaning for learning the necessary standards.


Utilizing the characters in Pod Pi's interactive, educational comic books, scholars may also be asked questions such as:

Jake and Zoe travel to the "Island of Pod Pi" at a rate of 36 miles per 4 minutes. Determine how far they travel in one minute and write two equivalent ratios to the one given.

First, scholars must reduce the ratio of 36:4 to 9:1. The rate is 9 miles per minute. Next, they must provide two examples of equivalent ratios: 18:2 and 9:1. This is one example of how teachers at HFA will integrate both math curricula and ensure mastery of the CCSS.

HFA scholars will experience a variety of projects that challenge them to apply mathematical skills to science, technology, engineering, or art projects. For example, in 8th grade, scholars may go on a *being-there experience* to a local retirement community and learn how to build garden boxes. Scholars would apply their knowledge from their *being-there experience* to build garden boxes at Hidden Figures Academy. Utilizing the knowledge they learned, 8th graders would have to apply their common core math standard of using scale factor and applying the Pythagorean Theorem to enlarge or shrink the size of the original garden boxes to fit on their campus. They would work *collaboratively* in groups to build models of the potential new garden on campus, applying their geometry skills to a real-world scenario. HFA's Math course will provide opportunities for computation and real-world application.

	Grade 6	Grade 7	Grade 8	
20 days	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and the Scientific Notation (20 days)	20 days
20 days	M2: Arithmetic Operations Including Dividing by a Fraction (25 days)	M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)	20 days
20 days			M3: Similarity (25 days)	20 days
20 days	M3: Rational Numbers (25 days)	M3: Expressions and Equations (35 days)	M4: Linear Equations (40 days)	20 days
20 days	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)		20 days
20 days		M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)	20 days
20 days	M5: Area, Surface Area, and Volume Problems (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	20 days
20 days	M6: Statistics (25 days)		M7: Introduction to Irrational Numbers Using Geometry (35 days)	20 days
20 days				20 days
<div> <div>Key:</div> <div>Number</div> <div>Geometry</div> <div>Ratios and Proportions</div> <div>Expressions and Equations</div> <div>Statistics and Probability</div> <div>Functions</div> </div>				



 Approx. test date for Grades 6-8

Figure 11. Engage New York Common Core Mathematics curriculum: A Story of Ratios

Table 34. Math power standards grades 6-8 (draft)

	6 th	7 th	8 th
Ratios & Proportional Relationships	<p>Major Clusters include all RP standards (1-3): A subset is listed below.</p> <p>6 RP2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>6 RP3 (and all sub standards) Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	<p>7 RP 1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p>7 RP 2 (and all sub standards) Recognize and represent proportional relationships between quantities.</p> <p>7 RP 3 Use proportional relationships to solve multistep ratio and percent problems.</p>	N/A
The Number System	<p>6 NS1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>6 NS 5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6 NS 6 (and all sub standards) Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>6 NS 7 (and all sub standards) Understand ordering and absolute value of rational numbers.</p> <p>6 NS 8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same</p>	<p>7 NS 1 (and all sub standards) Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram</p> <p>7 NS 2 (and all sub standards) Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.</p> <p>7 NS 3 Solve real-world and mathematical problems involving four operations with rational numbers.</p>	<p>8 NS 1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>8 NS 2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).</p>

	second coordinate.		
Expressions & Equations	<p>Major Clusters include all EE standards (1-9): A subset is listed below.</p> <p>6 EE 2 (and all sub standards) Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>6 EE 7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> <p>6 EE 8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p>6 EE 9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>	<p>Major Clusters include all EE standards (1-4): A subset is listed below.</p> <p>7 EE 1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7 EE 4 (and all sub standards) Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>Major Clusters include all EE standards (1-8): A subset is listed below.</p> <p>8 EE 1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p>8 EE 5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p>8 EE 7 (and all sub standards) Solve linear equations in one variable.</p>
Geometry	<p>6 G 2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>6 G 4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>Major Clusters include all G standards (1-6): A subset is listed below</p> <p>7 G 1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>7 G 4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>Major Clusters include all G standards (1-8), with standard 9 as a supporting cluster standard: A subset is listed below.</p> <p>8 G 1 (and all sub standards) Verify experimentally the properties of rotations, reflections, and translations:</p> <p>8 G 2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>8 G 3 Describe the effect of dilations, translations, rotations, and reflections on two dimensional figures using coordinates.</p> <p>8 G 6 Explain a proof of the Pythagorean Theorem and its converse.</p> <p>8 G 7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three</p>

			<p>dimensions.</p> <p>8 G 8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>
Statistics & Probability	<p>6 SP 5 (and all sub standards) Summarize numerical data sets in relation to their context.</p>	<p>Major Clusters include all SP standards (1-8): A subset is listed below</p> <p>7 SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7 SP 5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>8 SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8 SP 2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>
Functions	N/A	N/A	<p>8 F 1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>8 F 2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>8 F 3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p>

Table 35. 6th-grade Math essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
6 th -grade theme: The Power of Me (Self-Discovery)				
Essential Question #1	How can my understanding of ratios and proportions be used to solve real-world problems?	How do I know where to begin when solving a problem?	What are the similarities and differences in the procedures for solving and expressing the solutions of equations and inequalities?	Why is it important to be able to represent data using graphs and measures of central tendency?
Essential Question #2	How are percentages, decimals, and fractions related to one another?	How does explaining my process through justification and written text help me to understand the problem better?	How can number lines and diagrams be used to interpret solutions of real-world problems?	How can data and probabilities be used to predict the outcome of future events?
Essential Question #3	How is percent related to fractions and decimals, and why is it such a useful tool in everyday life?	How does thinking algebraically differ from thinking arithmetically?	How can surface area and volume be used to find answers to real-world problems?	How does understanding probability help me make decisions in my personal life?
Essential Question #4	How does comparing quantities describe the relationship between them?	Which Math skill is my strongest? Which skill do I need the most improvement on?	How do changes in dimensions of a geometric figure affect area, surface area, and volume?	How do I best check my work to make sure that my result is reasonable?
Essential Question #5	Which HEART Skills, Tenets of TKD, and Lifelong Guidelines will I need to use this year to support my growth in Math?	Why is it important to understand the procedures for working with different kinds of numbers?	How did Math help our school's namesakes -Mary Jackson, Katherine Johnson, and Dorothy Vaughn- learn the skills necessary to be successful at their jobs?	Why is the ability to solve problems the heart of Math?

Table 36. 7th-grade Math essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
7 th -grade theme: The Power of Relationships (Improving My Community)				
Essential Question #1	When and why do I use proportional comparisons?	What kinds of experiences in my community help me develop my number sense?	What is scale factor and how does it connect to my prior learning with proportional reasoning? How can I use scale factor and proportional reasoning to solve a variety of problems?	How can the theoretical probability of an event be predicted?
Essential Question #2	How is proportional reasoning used to solve real-world problems?	How can we interpret the solution of an inequality by graphing it?	How can I visualize two-dimensional cross-sections of three-dimensional objects?	What sampling techniques can we use to increase validity of population inferences?
Essential Question #3	Why is it important to understand properties and operations involving integers and negative rational numbers?	How can writing equations and inequalities help solve mathematical and real-world problems?	How can I use different measurements to solve real-life problems?	How can we use data displays, measures of center, and measures of variability from random samples to draw informal comparative inferences about two populations?
Essential Question #4	How can I represent and solve problems involving the addition and subtraction of rational numbers using a variety of models?	How can I use different equivalent expressions to help make sense of real-world problems?	Find an example of a scientist or hidden figure who used Math to create an invention that people in our community use. How did Math help this person create their invention? What contribution has it made to society?	Why is learning mathematics important and how can we use statistics and probability to draw conclusions?
Essential Question #5	What kinds of numbers do you know about and how do mathematical properties apply to operations with different kinds of numbers?	Which jobs exist in my community that require strong Math skills?	How can I use Math in the real world to help my community?	Which Math skills will I need to practice to be ready for 8 th grade?

Table 37. 8th-grade Math essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
8 th -grade theme: The Power of Change (My Place in the World)				
Essential Question #1	Why is it useful for me to know the square root of a number?	How can proportions be used to solve scale drawings? What are some examples of using scale drawings in the real world?	How do I determine if relations are functions?	How can the Pythagorean Theorem be used to solve real-world problems?
Essential Question #2	What do the rate of change and y-intercept represent in a real-world situation?	What are transformations and how are they useful in solving real-world problems?	Why is it important to know which variable is the independent variable?	How do I know I have a convincing argument to informally prove the Pythagorean Theorem?
Essential Question #3	What strategies can I use to create and solve linear equations with one solution, infinite solutions, or no solutions?	How can the coordinate plane help me understand properties of reflections, translations, and rotations?	How can patterns, relations, and functions be used as tools to best describe and help explain real-world relationships?	How does the Pythagorean Theorem help me find the distance between two points in a coordinate plane?
Essential Question #4	What does a solution to a system tell me about the answer to a problem?	Under what conditions are similar figures congruent? What are some examples of congruent figures in our world?	What does the unit rate tell me about the slope of a function?	How can I use technology to support my understanding of Math?
Essential Question #5	Which jobs/careers exist in the world that require strong Math skills?	What do I know about angle measures when I draw a transversal through parallel lines?	Which tells me more about the relationship I am investigating – a table, graph or an equation? Why?	If I was to tutor a scholar in elementary school, how would I explain the importance of learning multiplication facts in order to be successful in middle school Math?

7. Course of Study: Science

Scholars at HFA will be taught the Next Generation Science Standards (NGSS). Utilizing both teacher-created lessons and activities along with curriculum from PLTW, scholars will develop scientific literacy mastering Physical, Life, Earth, and Engineering science standards. The Science Expert Panel (SEP) determined that a focus on human impact is essential to teaching middle school Science (2013). We support this belief and will place a great emphasis on the effects of human impact as it relates to our Earth. Human impact will serve as a unified theme across all grade levels at HFA. Scholars will participate in hands-on activities, labs, scientific investigation, and research.

The following outline, shown in Table 38, was adopted by the CA State Board of Education to provide a model of organization for teaching and implementing the NGSS in a progressive and integrated series.

Table 38. Summary of preferred integrated middle grades learning progression adopted by the California State Board of Education

6 th Grade	7 th Grade	8 th Grade
Energy – Heat Cells and Organisms Weather and Climate Human Impact Engineering	Chemistry Ecosystems Natural Resources / Geology Earth History Human Impact Engineering	Physics Evolution Astronomy Human Impact Engineering
Systems, Patterns, Structure and Function	Energy and Matter Cause and Effect	Stability and Change Scale

HFA supports the integrated adopted model with an emphasis on human impact. For example, a 6th grader studying weather and climate could research and design a method for reducing human impact on the environment. In 7th grade, a scholar learning about natural resources could investigate human impact on depletion of our resources and explain the cause and effect. An 8th grader studying natural selection and the theory of evolution could learn about the impact of population growth.

PLTW's curriculum is aligned with the NGSS. For example, in 6th grade, scholars will participate in the "Energy and Environment" course, challenging them to think beyond the obvious and explore ways to bring more sustainable energy into our world. Scholars will collaborate, design, and create models for alternative energy sources as well as research ways to reduce energy consumption in our world. This module teaches 24 6th-grade NGSS in addition to being aligned with 24 Common Core Math standards and 30 Common Core ELA standards. PLTW's curriculum also integrates the adopted Standards for Technological Literacy.

Table 39 illustrates the draft of HFA's identified power standards for Science, which aligns with the integrated learning progression model. Tables 40-42 provide a draft of the suggested essential questions to guide learning.

Table 39. Science power standards grades 6-8 (draft)

	6 th	7 th	8 th
Physical Science	<p>MS-PS3: Energy</p> <p>3.1 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p> <p>3.4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>3.5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p>	<p>MS-PS1: Matter and Interactions</p> <p>1.1 Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>1.4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>1.5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p>	<p>MS-PS 2: Motion and Stability /Forces & Interactions</p> <p>2.1 Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>2.4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p>2.5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p> <p>MS-PS4 Waves and Applications</p> <p>4.1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>4.3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.</p>
Life Science	<p>MS-LS1: Molecules to Organisms</p> <p>1.2 Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.</p> <p>1.3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>1.5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>1.7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p>	<p>MS-LS2: Ecosystems</p> <p>2.1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>2.3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>2.4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	<p>MS-LS3: Heredity</p> <p>3.1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</p> <p>MS-LS4: Biological Evolution</p> <p>4.1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past</p> <p>4.4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals’ probability of surviving and reproducing in a specific environment.</p> <p>4.6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>

<p>Earth and Space Science</p>	<p>MS-ESS2: Earth's Systems</p> <p>2.1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process</p> <p>2.5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p>2.6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS2 Earth and Human Activity</p> <p>2.2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p>2.5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>	<p>MS-ESS2: Earth's Systems</p> <p>2.2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales</p> <p>MS-ESS2 Earth and Human Activity</p> <p>2.1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p>2.3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>	<p>MS-ESS1: Earth's Place in the Universe</p> <p>1.1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</p> <p>1.4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>MS-ESS2 Earth and Human Activity</p> <p>2.3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>2.4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>
<p>Engineering, Technology, and Applications</p>	<p>MS-ETS1: Engineering Design</p> <p>1.1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>	<p>MS-ETS1: Engineering Design</p> <p>1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>	<p>MS-ETS1: Engineering Design</p> <p>1.4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>

Table 40. 6th-grade Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
6 th -grade theme: The Power of Me (Self-Discovery)				
Essential Question #1	How can energy be transferred from one object or system to another?	How can one explain the ways cells contribute to the function of living organisms?	How do the materials in and on Earth's crust change over time?	How do we know our global climate is changing?
Essential Question #2	What are some alternative sources of energy? How can we as a society reduce our energy consumption?	What credible evidence can I use to prove the body is a system of interacting subsystems composed of groups of cells?	How does the movement of tectonic plates impact the surface of Earth?	What are the positive impacts of improving my computer literacy skills? How does this help me in Science?
Essential Question #3	How do scientists use energy and changes in energy to design solutions to problems?	What is the difference between an environmental and genetic factor? How does each affect me?	How does water influence weather, circulate in the oceans, and shape the Earth's surface?	How am I going to use interface features, media and animation to develop my app?
Essential Question #4	How do scientists work together to build and design tools that meet specific criteria?	How do cells contribute to the function of living organisms?	What factors interact and influence weather?	How will the app I am creating help others?
Essential Question #5	How will I use the scientific method to test the design of my circuit?	How could you create a model to demonstrate the difference between a plant and animal cell? What resources could you use at home? In the classroom?	How can natural hazards be predicted?	What HEART Skills, Lifelong Guidelines or Tenets of TKD do Scientists use when they get stuck?

Table 41. 7th-grade Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
7th-grade theme: The Power of Relationships (Improving My Community)				
Essential Question #1	How do atomic and molecular interactions explain the properties of matter we see and feel?	How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?	How have living organisms changed the Earth and how have Earth's changing conditions impacted living organisms?	What is a design for?
Essential Question #2	How can I improve my design of my tool or toy for a child who has cerebral palsy? Who else would benefit from my design?	How can a model help us understand the relationship between living things in an ecosystem?	How is the availability of needed natural resources related to naturally occurring processes?	What are the criteria and constraints of a successful solution?
Essential Question #3	How will I best test the design of my tool or toy?	How do physical and biological changes affect populations of an ecosystem?	How do the properties and movements of water shape Earth's surface and affect its systems?	What is the relationship among Science, Engineering, and Technology?
Essential Question #4	How does collaborating and working together with my peers help me improve my understanding of Science concepts?	How do human interaction affect ecosystems?	How do human activities affect Earth systems?	How do Science, Engineering, and Technology affect the way in which people live?
Essential Question #5	How is mass conserved through chemical reactions? What experiment could I design to teach a 3 rd grader this concept?	What types of ecosystems exist in our community? How can we protect our community's ecosystems?	How do humans depend on Earth's systems?	How do I use and apply Science in other subjects? How do I use Science at home?

Table 42. 8th-grade Science essential questions to guide learning (draft)

	Q1	Q2	Q3	Q4
8 th -grade theme: The Power of Change (My Place in the World)				
Essential Question #1	How can I describe physical interactions between objects and within systems of objects?	How do living organisms pass traits from one generation to the next?	What is Earth's place in the Universe?	Why does the iPhone keep coming out with new models? How are scientists using the scientific method to continuously improve design solutions?
Essential Question #2	How does the sum of the forces on an object and mass of the object effect an object's motion?	How do organisms change over time in response to changes in the environment?	What makes up our solar system and how can the motion of Earth explain seasons and eclipses?	How can various design solutions be compared and improved?
Essential Question #3	How can I predict an objects continued motion, change in motion, or stability?	How do genetic variations help a species survive in specific environments?	How do people figure out that the Earth and life on Earth have changed through time?	How has Science, Engineering and Technology helped me throughout my service-learning project?
Essential Question #4	What are the characteristic properties of waves and how can they be used?	What evidence shows that different species are related?	How do increases in human population and consumption of natural resources impact Earth's systems?	How do Science, Engineering, and Technology affect the natural world?
Essential Question #5	How are instruments that transmit and detect waves used to expand human senses?	What is biodiversity? How do humans affect it? How does it affect humans?	How can we as humans make a difference in our world to protect Earth's natural resources?	What careers exist in the world that require knowledge, understanding, and application of Science, Engineering and Technology?

8. Service-Learning Projects

All scholars at HFA will participate in a social action or community-service project. Scholars will demonstrate their application of HFA-acquired knowledge and skills through completion of this project. Each grade level, with the assistance of their Science teachers, will select a theme for their project: global change (identifying a global problem and seeking a way to solve or contribute to the issue), community change (identifying a community problem and seeking a way to solve or contribute to the issue), or economic development (seeking to improve the economic well-being of a community through organizing a fundraiser and/or creating a product to sell). Our 6th and 7th graders will complete whole-class projects; 8th graders will complete individual projects.

In addition to their service projects, 8th graders will integrate their ELA skills to complete an extensive research paper identifying a problem and explaining their solution for improvement. Once their theme is selected, scholars will enlist the support of an “expert” panel. Scholars will actively seek the support of three adults knowledgeable in their selected theme of choice. These adults may include community members modeling and doing work in their designated theme of choice. The principal, teachers, and staff will support each 8th grader in electing his or her panel. The expert panel will assist the scholar throughout the year in designing, planning, and carrying out their chosen project.

Eighth graders will follow the steps of the scientific method to conduct their research. The steps include: develop a question or identify a problem, research the question/problem, develop a hypothesis, test hypothesis, analyze results, determine if hypothesis is true, and report findings.

The Science teacher will oversee the year-long projects. Time for each component will be designated within the 8th-grade Science class. One of the two semester 8th-grade electives will be dedicated to allowing scholars an additional class period (40 minutes) to work on their projects. 8th graders will each complete a presentation sharing their research and findings at the end of the school year. Parents, community members, and other stakeholders will be invited. The presentations will be widely promoted, with each theme being presented on a different night. The social action or community service project will be a requirement for graduation.

9. Taekwondo (TKD) / Physical Education

According to the Department of Education, *“Charter schools are required to provide PE consistent with their individual charters. If the charter school does have PE included in its charter, then it is required to provide PE consistent with the charter, even if that exceeds the EC requirements for non-charter schools.”*

HFA will choose to opt out of the state-mandated PE requirement of 400 minutes of physical education every 10 school days; however, we believe that movement and regular exercise are essential components to developing healthy, well-minded scholars. Movement is part of our body-brain educational program. We also recognize that *movement enhances learning*.

All scholars at HFA will receive daily instruction in TKD for their physical education. Scholars

at each grade will receive 40 minutes of TKD instruction each day. This will total 200 minutes per week or 400 minutes every 10 school days. Our standards-based physical education program will teach TKD skills, techniques, and forms. In addition to providing physical activity, TKD will enable scholars to develop positive social skills and learn how to cooperate with one another.

Our 7th grade scholars will all complete the required state Physical Fitness Test (PFT).

The Six Tenets of TKD described in Part 1 of the educational program will be taught, modeled, and practiced as part of everyday life. Taekwondo will provide a physical/emotional balance to adolescents promoting self-confidence, self-discipline, self-esteem, and physical fitness.

All staff at HFA will receive professional development training in the Six Tenets of TKD and basic TKD foundations. Staff will receive ongoing TKD training as part of their regular professional development. Taekwondo will be part of HFA's culture.

The goal for each scholar will be to progress one belt color or more per year. Belt advancement represents the growth and evolution of learning.

Additional movement opportunities will be provided throughout afternoon clubs and frequent active team-building games and exercises performed during "House" time.

10. iSTEAM Integration / Elective

Our educational program values the importance of teaching our scholars how to use the "4 C's:" critical thinking, collaboration, communication, and creativity. To be prepared for the 21st century, technology must play an integral role in any education plan. The U.S. Department of Education (2017) released the updated National Education Technology Plan (NETP), which not only brought awareness of the need to provide improved equity of access to technology, but also promoted the idea of transformational learning made possible through the use of technology.

Technology will be embedded into our entire curriculum. Core teachers will create Google Classroom accounts for each class period. Assignments, instructional notes, and materials will be provided electronically through each scholar's Google Classroom. Each scholar will sign up for a Google account through which they will have access to their classroom as well as to Google Docs.

Scholars will have access to laptops in their English/History, Math, and Science classrooms. Technology will be embedded into their daily curriculum through the use of typed reports, graphic organizers, note taking, book reports, literature reviews, reading materials, credible online research, history assignments, Science labs, Math assignments, PowerPoints, Google Docs, instructional videos, interactive and educational games, PLTW's interactive modules and database, and Pod Pi's online learning resources. Computer literacy and computer technology will be integrated into each core subject. As scholars advance in the grades, additional computer skills will be introduced.

To avoid any gap in accessibility, HFA will provide access to computers before and after school through a sign-up basis. Elective and afternoon clubs may also utilize computers during the course of their program.

Scholars will use technology to research a variety of topics and learn about credible sources. Scholars may use on-line tutorials, listen to pod-casts or investigate Ted Talks on educational issues. The iSTEAM curriculum will utilize computer programs and apps to create 3D models and teach programming, coding, and a variety of other 21st-century skills.

According to the U.S. Bureau of Labor Statistics, there were 8.6 million STEM jobs in May 2015. This number increases every year. Seven out of 10 of these jobs were computer related and involved an understanding of computer applications. Additionally, 93% of STEM occupations had wages significantly above the national average (U.S. Bureau of Labor Statistics, 2015). We have a duty as educators to create a learning environment that will adequately prepare our children for future STEM careers.

In a research study conducted by Franco, Lindsey, and Patel (2014), students were able to be active participants in their learning utilizing creativity in STEM course projects and seeing real-world connections to content areas such as Math and Science. It was further discovered that students put forth more effort into their STEM-aligned courses due to the engaging, challenging, and rigorous curriculum that enabled them to think beyond the obvious (Franco, Lindsey, & Patel, 2014). This study explored the use of PLTW's curriculum; the same curriculum that will be used in conjunction with CCSS at HFA.

Parents are aware how important early teaching of these necessary iSTEAM courses are and want to expose their children to these learning opportunities beginning in middle school. Students alike are attracted to iSTEAM, for the curriculum offers a chance for students to learn robotics, coding, and programming, learning that stimulates and engages the present-day adolescent mind. Students are craving more opportunities to participate in hands-on learning that is relevant and meaningful to everyday life. An exposure to courses in Science, Technology, Engineering, Art, and Math with an international focus offers just that.

As previously mentioned, HFA will utilize the STEM curriculum from PLTW and Professor Pod Pi in an integrated approach.

Project Lead The Way (PLTW). PLTW's curriculum will be integrated into the core Science curriculum and the STEM elective at each grade level. The ELA CCSS and ELD standards will be integrated through the use of the pre-planned BSM, teacher-created lessons, and PLTW's curriculum. Table 43 provides an overview of the STEM courses being offered the first year of operation.

Table 43. STEM courses offered at HFA (2018-2019)

Grade	Semester 1	Semester 2
6 th	Energy and the Environment	App Creators
7 th	Design and Modeling	Magic of Electrons

Professor Pod Pi (Pod Pi). Pod Pi is a STEM-aligned curriculum creatively represented in comic book format that teaches scholars about electronics, coding, programming, robotics, and other 21st-century skills. The first unit series teaches JavaScript coding in which scholars build their first simple circuits. Scholars receive hands-on learning kits with each comic book. They are directed to the Internet and online learning modules that teach computer literacy skills. Typical step-by-step processes are replaced with engaging, humorous, and exciting storylines targeted to hook the adolescent brain.

Pod Pi's curriculum will be embedded into HFA's Math program and taught in concurrence with the Math CCSS, Engage New York curriculum, and teacher-created lessons. An example of how the curriculum will be integrated can be seen in Item 4: Course of Study for Math. Table 44 provides an overview of the Pod Pi units taught in alliance with the CCSS.

Table 44. Pod Pi units offered at HFA (2018-2019)

Grade	Semester 1	Semester 2
6 th	Book 0 (Introduction) – <i>Get Started</i>	Book 3 – <i>The Book of Juggling</i>
	Book 1 – <i>Welcome to the Island</i>	Book 4 – <i>The Big Reveal</i>
	Book 2 – <i>It's Party Time at the Beach</i>	Book 5 – <i>Measure Up</i>
7 th	Book 6 – <i>Paper Circuits</i>	Book 9 – <i>It's About Time</i>
	Book 7 – <i>RGB Night Light</i>	Book 10 – <i>The Lost Crystals</i>
	Book 8 – <i>Solar Power</i>	Book 11 – <i>To The Cloud</i>

**An exception to this outline will be during the first year of operation in which all incoming 6th and 7th grade scholars will be taught Pod Pi's book series 0 through 5. This is because our incoming 7th graders will not have been previously exposed to the 6th grade Pod Pi course.*

Art. HFA will teach the Monart method of drawing to enhance creativity and intellectual capacity with adolescents. This academically based, fine-art program teaches children how to draw realistic pictures while integrating focus, concentration, problem-solving skills, and coordination. Art will be integrated into scholars' core subjects. An additional art class may also be offered as one of the afternoon clubs, as determined during the initial planning year.

Elective. Scholars at HFA will each have an elective course titled: Science Through Technology. The core science teacher at each corresponding grade level will teach the elective class. During the first year, 6th- and 7th-grade scholars will learn computer literacy skills during their elective time. Utilizing assignments and projects from their core classrooms, scholars will learn basic operations including typing skills; word processing; how to create spreadsheets, data tables, charts, and graphs; how to perform mathematical applications; and how to use multimedia and presentation tools. Scholars will understand how to use computers to gather research and appropriately use information. They will ethically use technology understanding privacy rights, plagiarism, spam, viruses, cyberbullying, and the pros and cons to file sharing. Scholars will use a variety of media and various techniques to create presentations and work on independent as

well as collaborative projects. HFA will integrate the *Common Core State Standards 6-12 Technology Skills Scope and Sequence* across all disciplines and will use the elective block to teach specific literacy skills.

Our iSTEAM curriculum components (PLTW and Pod Pi) each use a variety of application software in conjunction with their units. The elective time will incorporate use of both curricula as scholars learn the ability to use computers and related technology efficiently.

In 8th grade, scholars will have one semester elective dedicated to developing their service-learning project and a second semester elective dedicated to developing computer literacy.

11. Extended Learning Opportunities

As shared previously, UCSC, the founders, and the future staff of HFA are fully aware of the hard work, dedication, and perseverance that will be needed to ensure academic proficiency for all of our scholars. A large percentage of scholars who enroll in HFA will potentially be well below grade level standards. It will take determination and a school-wide focus on academic achievement and continuous improvement to make the goals established in the Charter a reality.

Our literacy-focused program with integration and direct teaching of ELD standards coupled with our engaging iSTEAM curriculum will contribute to the success of improved scholar achievement.

Where some middle schools lack in offering extended learning opportunities, HFA will offer a series of intervention support systems and afternoon clubs providing enriching opportunities in a variety of areas. The following support strategies will be put into place to support *any* scholar who is not demonstrating proficiency or mastery learning.

W.I.N. Time. “What – I – Need” (W.I.N.) time will be provided two days per week for a period of 35 minutes. During this instructional block of intervention time, scholars will rotate to a content area in which they need extra support. Scholars will be given tutoring, academic intervention, or skill-based instruction in a core or an elective content area based on what they individually need to succeed. This intervention block will be taught by credentialed teachers and focus on specific standards in which scholars need extra academic support. For high-performing scholars who have demonstrated mastery in all core subject areas, W.I.N. time will be used to provide extra support in elective courses such as art, choir, and guitar or allow time for supplemental learning projects. W.I.N. time will be a natural part of each scholar’s everyday schedule in which all will participate. W.I.N. time will eliminate social stigmas and possible labeling as *all* scholars will participate in an activity that they could use improvement in. The culture and climate of HFA will celebrate and honor success and the hard work it takes each individual to improve in the area in which he or she may need extra support. Here we will practice our indomitable spirit and perseverance.

Designated ELD support will be provided during W.I.N. time. Scholars will be grouped based on learning need. ELD instruction during W.I.N. time will address foundational literacy skills for any scholar who needs this support. W.I.N. time will also be used to provide additional

instructional support in teaching about how English works. Instruction will be differentiated to meet each scholar's individual need and accelerate each scholar's development of literacy skills.

Afternoon Clubs. All scholars will participate in afternoon clubs. Final decisions on clubs will be determined during the initial planning year. Math Support/Intervention (Math Club) and ELA Support/Intervention (Literacy Club) will be offered as an afternoon club for scholars who need additional academic support.

During the initial planning year, the staff of HFA will finalize decisions on which afternoon clubs to implement. Table 45 illustrates the proposed afternoon clubs. Scholars will participate in one club per semester (i.e., two clubs per year).

Table 45. Proposed afternoon school clubs

Course	Standard Alignment
Scholar Council	Lifelong Guidelines / HEART Skills /Tenets of TKD/Leadership
Mandarin	Language /Culture
Spanish 1	Language /Culture
Hmong Language	Language/Culture
Project Banking	Math / Finance
Athletic Statistics	CC Math Standards (analyzing / calculating professional athletes stats and making predictions)
Math Club	CC Math Standards – Math Intervention
Literacy Club	CC ELA / ELD Standards – ELA/ELD Intervention
Study Skills	All Subjects
Hip-Hop Dance	Physical Fitness / Enrichment
TKD	Physical Fitness / Discipline / Tenets of TKD
Guitar	Performing Arts / Music
iSTEAM	Project Testing/ Project Collaboration

HFA offers an additional 11,625 instructional minutes per calendar year to all scholars. In addition to these minutes, any scholar who participates in the after-school Math or Literacy Club will receive 50 extra minutes of instruction each day, or 6,200 additional instructional minutes per school year.

12. Response to Intervention (RTI Model)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) mandated a multi-level prevention system in general education programs to maximize scholar achievement and to reduce behavior problems. RTI was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures *“to ensure that students receive instruction and supports that are culturally and linguistically responsive to their needs.”*- SCUSD Response to Intervention (RTI) Manual.

HFA's instructional approach is aligned with the RTI model. This multi-tiered approach will be part of our general education program and will be used to help identify individual learning and behavioral needs. Figure 12 represents the RTI Model.

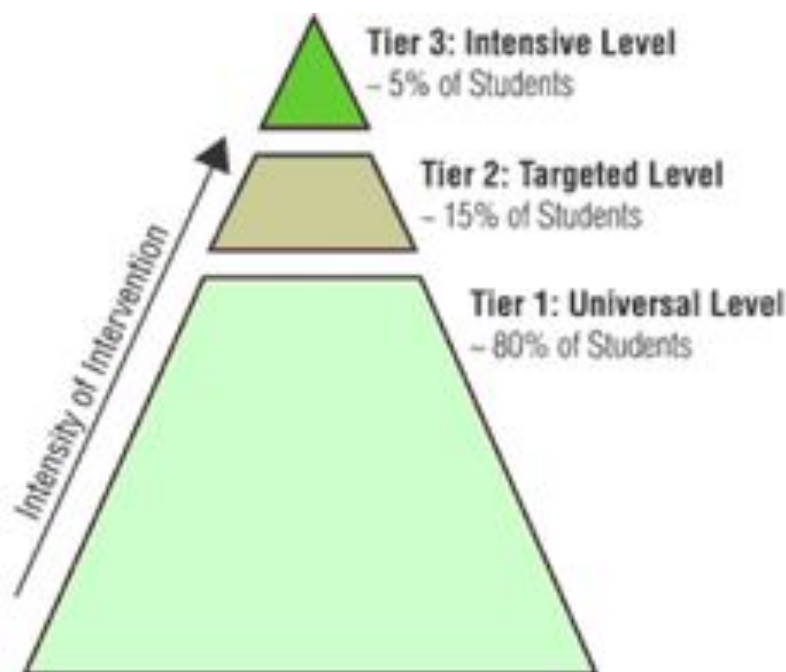


Figure 12. RTI Model

The RTI model follows a general structure in which children receive intervention with increasing levels of intensity. We will aim to use the right intervention at the appropriate time. Author and educator, Dr. Richard Dufour noted, “to meet the needs of all students, a school must have a coherent system of instruction and assessment to monitor student learning and respond systematically when data suggest a problems exist” (Dufour, 2009).

Dufour, a huge supporter of the PLC process, determined that in order for all staff to improve learning and provide proper interventions to all students, teachers need to implement the PLC process and frequently monitor and assess scholar progress. In this way, we respond *immediately* instead of first waiting for our scholars to fail (Dufour, 2009). By operating as a professional learning community, staff at HFA will use the RTI model to immediately respond when scholars are not successful in Tier 1 of their educational program. Each morning for 40 minutes, HFA teachers from the same grade level have PLC time together to review scholar data.

Tier 1 represents the core instructional program all scholars receive. At least 80% of scholars experience success with the instruction provided. Anything less suggests the curriculum and/or instruction is not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all scholars. Study trips at the beginning of a unit or hands-on activities, for example, increase exposure and creates prior knowledge for instruction in class. A structured and nurturing school wide environment, as another example, lowers the affective filter and creates a sense of safety and belonging that is a prerequisite for learning by all scholars.

Scholar work will be examined each morning at HFA by grade-level teams during PLC time. Based on scholar work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, Teachers Pay Teachers, YouTube, ProjectGlad.com, CDE website), and from consultants.

The RTI process calls for HFA teachers to look at how scholars learn and then adapt curriculum and instruction to help scholars be successful. At HFA, the Data Teams process will be used to look at student work. When scholars are successful, teachers are successful. If the lack of learning is due to poor instruction, HFA teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The daily examination of scholar work by each grade-level team during their PLC time is essentially a daily Scholar Study Team (SST). The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

Creating a positive and supportive school wide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the HFA environment, scholars and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that *“(1) the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.”* This is consistent with HFA’s belief, expressed in our theory of how learning best occurs, that emotion is the gatekeeper to learning.

Tier 2 represents a smaller group of scholars who may require additional help to be successful in Tier 1. This tier represents approximately 15% of scholars. With 150 scholars enrolled the first year, 15% is 23 scholars. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help scholars master foundation math skills so they can be prepared to learn and understand concepts taught to the whole class later in the year. Or a support group may be formed to deal with anger management and may last two to three months. The group could be facilitated by the school nurse.

Tier 3 represents the group of scholars (approximately 5%) who need intensive, frequent, and focused interventions. With a first year enrollment of 150 scholars, 5% would be approximately eight scholars. Scholars in this band will receive the same support as scholars in Tier 2; however, they may also need 1:1 support from their core classroom teacher or additional 1:1 instructional support to achieve the same goals as other scholars in Tier 1. Lunchtime tutoring, before-school tutoring, and /or after-school tutoring options will be provided to scholars in this tier.

If interventions at all three tiers prove ineffective and if poor teaching can be ruled out, then a scholar-study team (SST) will be convened to review interventions to date, further examine causes for difficulty in learning, and to suggest additional interventions. The team is composed of grade-level teachers, the nurse, the principal, the scholar, and the scholar's parent(s). If suggestions from the SST do not result in improved academics or improved behavior, the next step is to determine if a particular scholar qualifies for Special Education services. This is done by a member of the SST submitting a written referral to the school nurse. The school nurse will then coordinate with the Special Education Department to conduct a Special Education evaluation.

13. Special Education

HFA intends to function as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). As an arm of the district for special education purposes, HFA shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend HFA are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between HFA and SCUSD, HFA will be solely responsible for compliance with Section 504

HFA is committed to working with SCUSD to ensure each scholar's special education needs are being met as outlined in his/her Individualized Educational Program (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding scholars with special needs. HFA will work with SCUSD staff to provide any required special education services to pupils and to identify and refer scholars as needed for such services using SCUSD protocols, including Child Find.

HFA is committed to securing such services as may be required by the IEP or in compliance with other laws governing scholars with disabilities, including Section 504 of the Rehabilitation Act. To the extent possible, services will be provided in the least restrictive, full-inclusion setting.

HFA will implement procedures consistent with SCUSD to assist scholars with IEPs and 504 plans. A scholar's IEP team will convene when there is a need for any consideration of change of placement, including a change of location to the same type of program, for scholars with IEPs.

Discipline protections apply for Special Education scholars when there is a disciplinary change in a placement for any scholars with an IEP. A change in placement means a scholar has been removed from his or her school for more than 10 school days within a school year, or when the suspension is extended pending expulsion. Scholars for whom a parent or teacher has expressed in writing to HFA that there is a disability and there are specific concerns for the scholar to need Special Education services are also applicable. However, this does not apply if the parent is refusing to allow HFA's Special Education Team to assess the scholar, refusing for the scholar to receive special education services, or if the assessment results determine that the scholar does not qualify for special education. In such cases, the scholar will be disciplined as a general

education scholar, but HFA will conduct an expedited Special Education assessment of the scholar.

Manifestation Determination. A manifestation determination meeting will be held within 10 school days of a decision to make a disciplinary change in the scholar's placement to find out if there is a relationship between the scholar's disability and the behavior that led to the disciplinary action. The purpose of the meeting is to determine whether the behavior was:

- Caused by, or had a direct and substantial relationship to, the child's disability;
Or
- The direct result of HFA's failure to implement the IEP.

If the answer to both questions is "no," then the scholar will be disciplined as a general education scholar. If the answer is "yes," then the behavior is deemed to be a manifestation of the disability and further disciplinary actions will stop. The scholar is to return to the placement from which he/she was removed. Additionally, if the scholar does not already have a behavioral plan in place, then HFA will develop one. Lastly, if the determination is a failure to implement the IEP, then HFA will take immediate steps to correct the situation.

Also, in rare instances, a special education scholar may be removed to an alternative placement for up to 45 school days when he or she possesses a weapon at school or a school function; possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance at school or a school function; or has inflicted serious bodily injury upon another person while at school or a school function. It is important to note that these circumstances will require involvement from the scholar hearing designee and Special Education department and vetted by HFA's legal counsel prior to implementation of the recommendation.

14. Advanced Learners

Using our assessment process, we will identify our advanced learners. Our rigorous and engaging curriculum will ensure our advanced scholars are engaged and challenged. Our advanced scholars will be given extended learning opportunities to expand upon their projects and homework assignments. Individualized instructional time will also support the acceleration of learning for our advanced learners. Scholars will have enrichment and leadership opportunities during W.I.N. time and afternoon clubs. An advanced scholar demonstrating mastery learning in all core subjects can spend this time practicing their Taekwondo or guitar, work on an art piece, or learn a new language. They can advance their computer skills or continue to work on one of their iSTEAM projects.

Advanced scholars will have additional opportunities to complete supplementary projects and expand their learning. For example, a scholar may research the data on homelessness in Sacramento. This scholar may complete a supplementary project in which they derive a plan to help homeless people in Sacramento. They could research organizations such as Project Homeless Connect in San Francisco and discover ways to decrease the homeless rate in Sacramento.

15. Curriculum Materials

The educational program will use a variety of support materials. Table 46 provides an overview of the curriculum materials to be used.

Table 46. Curriculum materials

Subject	Standards	Materials/ Curriculum
English Language Arts	CCSS English Language Arts/English Language Development Framework (2014)	BSM Identified Power Standards GLAD Google Classroom achievethecore.org Read Naturally Novel studies Teacher-created Lessons Art
ELD	CA ELD Standards English Language Arts/English Language Development Framework (2014)	BSM Identified Power Standards Vignette Framework GLAD Jo Gusman (ELD Resources) Teacher-created Lessons Art
Math	CCSS Mathematics Framework (2015)	BSM Identified Power Standards GLAD Engage New York Pod Pi Teacher-created Lessons Art
History	History-Social Science Content Standards 2016 CA History-Social Science Framework History C3 Framework CCSS 6-12 Literacy Standards in History-Social Science	BSM GLAD History Project / UC Davis Teacher-created Lessons Art
Science	NGSS CCSS 6-12 Technology Skills	BSM GLAD PLTW Teacher-created Lessons Art
Houses	H.E.A.R.T. Skills Lifelong Guidelines	Tribes Teacher-led Community Building Activities
Movement	TKD Benchmarks	TKD Curriculum

16. Professional Development to Support the Educational Program

We believe in continuous and ongoing professional development support for our entire staff. Table 47 illustrates the professional development trainings we will have and the possible corresponding trainers.

Table 47. Training areas and possible trainers

Subject	Possible Trainers
Brain-Compatible teaching and learning in middle school H.E.T. Model / Body-Brain Teaching & Learning	Thomas Armstrong Jean Blaydes Patty Harrington Susan Kovalik
English Language Development	Jo Gusman GLAD
Special Education including RTI process	Thomas Armstrong SCUSD SELPA staff
Achievement Gap – Brain-Based Approaches to Closing the Gap	Horacio Sanchez
Relationship Building / Neuroscience and Classroom Engagement	Horacio Sanchez
Monart	Mona Brooks
Cultural Competency	Darryl White
Assessment and alternative assessments	Susan Kovalik Thomas Armstrong Data Teams / Principal
Planned Learning Communities (P.L.C.s)/Teacher Collaboration/ S.M.A.R.T. Goals	Data Teams /Principal
Common Core Standards in Context / iSTEAM Curriculum	Project Lead The Way (PLTW) Professor Pod Pi
Team-building	Strength Finders Outward Bound Principal
HEART Skills	Joy Raboli / Principal
Lifeskills / Lifelong Guidelines	Susan Kovalik / Principal
TKD (Tenets and Foundation skills)	Sensei Xai Lor

To ensure our staff is fully competent and allowed to put into practice the methods and strategies they are learning, we have established a 4-year plan to implement the above professional development opportunities. HFA will empower teachers by providing early and adequate support, allowing teachers time to put into practice the necessary skills and trainings required to adhere to our mission and vision.

In July of the first year of operation, teachers will have 10 days of professional development training, collaboration, and team building led by HFA's principal. Five of these days will be dedicated to a team-building experience outside of the school. One possibility will be for teachers to participate in Outward Bound's Program: Building High Performing Teams. This week-long experience will allow our staff to build trust and develop relationships with one

another. Outward Bound's training has been included in our annual budget. Final decisions on the location of the team-building experience will be determined during the planning year. The additional five days of summer training will be on-site staff development led by the principal with a focus on meeting scholar needs through our adolescent-brain-compatible educational program.

Teachers will receive daily personal prep periods as well as daily grade-level collaboration time. Teachers will be trained in the practice of developing Professional Learning Communities with a school-wide focus on continuous improvement. HFA will adopt a systems-thinking approach to collaboration in which our team, as a group of educators, will meet regularly to discuss the academic performance of our scholars, collaborate and cooperate to improve our practice, and commit to high levels of learning for all scholars.

Table 48 begins with the planning year 2017-2018. The first and second years of operation are sectioned by quarterly trainings. Trainings will be re-visited to accommodate new staff as well as allow opportunities for continuous reinforcement and practice. Providing ongoing and regular opportunities to learn, grow, and improve on our practice will ensure our staff is fully trained on the most current research and effective methods for teaching and learning. Decisions on scheduling professional development trainings will be finalized during the planning year.

Table 48. Tentative teacher training schedule

Time Frame	New to HFA Information and things to review	Basic Core Skills	Advanced Skills
2017-18			
4 th Quarter: Apr, May, June	1. HEART Skills & Lifelong Guidelines 2. Team Building 3. TKD	1. Multiple intelligences and the brain-compatible middle school / H.E.T. Model 2. Backward Standards Mapping	1. ELD Training (Jo Gusman) 2. Teaching Common Core Standards in a Context: Project Lead The Way (PLTW) and Pod Pi.
2018-19			
1 st Quarter July, Aug, Sept	1. School procedures including discipline, management, organizational norms, organization process, annual training on sexual harassment, bloodborne pathogens, safety, bullying, and other topics described in Element 6	1. Special Education including RTI Process	1. Teaching Common Core Standards in a Context: Project Lead The Way (PLTW) and Pod Pi (continued).
2 nd Quarter: Oct, Nov, Dec	1. HEART Skills & Lifelong Guidelines 2. Multiple intelligences 3. Brain-compatible teaching and learning	GLAD	
3 rd Quarter: Jan, Feb, Mar		1. Professional Learning Communities (PLCs) / S.M.A.R.T. Goals / Data Teams	1. Teaching Common Core Standards in a Context: Project Lead The Way (PLTW) and Pod Pi (continued).
4 th Quarter: Apr, May, June		1. Monart	
2019-20			
1 st Quarter July, Aug, Sept	1. ELD Training 2. HEART Skills & Lifelong Guidelines 3. Team Building 4. TKD	1. GLAD 2. Relationship Building / Neuroscience and Classroom Engagement	1. PLCs / S.M.A.R.T. Goals / Data Teams
2 nd Quarter: Oct, Nov, Dec	1. Cultural Competency		
3 rd Quarter: Jan, Feb, Mar	1. PLCs / S.M.A.R.T. Goals / Data Teams	1. Brain-based approaches to closing the achievement gap -	
4 th Quarter: Apr, May, June		1. PLCs / S.M.A.R.T. Goals / Data Teams	

Element 2: Measurable Pupil Outcomes

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

The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school. – SCUSD administrative guidelines. III (B)(4)2.

Earlier in “Chapter V. LCAP Goals,” and in “Element 1: The Educational Plan,” we described student goals, that when attained would provide the foundational skills to become self-motivated, competent, lifelong learners. Now in Element 2, we articulate the academic and the social-emotional goals/outcomes that will be measured to determine the progress of our scholars and the effectiveness of our educational program.

The measurable outcomes in this section describe what we expect scholars to know and be able to do as a result of learning at Hidden Figures Academy (HFA). These outcomes are expected for all scholars, regardless of subgroup or proficiency upon enrollment. Thirty is the threshold to become a numerically significant subgroup. For foster youth, however, the threshold is 15. Later, “Element 3: Methods to Assess Pupil Progress Towards Meeting Outcomes” will be described. Elements 2 and 3 taken together explain how we inspect what we expect.

As required by Ed Code 47605(c)(1), HFA shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851, including any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

These assessments include those associated with the California Assessment of Student Performance and Progress (CAASPP), such as Smarter Balanced Assessment, a system of assessments for mathematics and ELA; the California Science Test (CAST); and the California Alternative Assessment (CASS). Additional state assessments include the English Learner

Proficiency Assessment for California (ELPAC) and Physical Fitness Testing (PFT) using the FITNESSGRAM. These end-of-year assessments are summarized in Table 49.

Table 49. State assessments used for end-of-year summative assessment

Assessment Name	Purpose
CAASPP Smarter Balanced Consortium (SBAC) assessment will be given at the end of each school year to gather individual scholar data and school-wide data.	To assess factual information, concepts, skills, and standards in English Language Arts and Math for scholars in grades 6–8.
CAASPP California Science Test (CAST) will be given at the end of each school year to gather individual scholar data and school-wide data on Science achievement for 8 th graders.	To assess Science concepts, skills, and standards for scholars in 8 th grade based on the Next Generation Science Standards (NGSS).
CAASPP California Alternate Assessments (CAA) will be given to scholars with active IEP requiring modifications of the online CAASPP Smarter Balanced assessments.	To assess factual information, concepts, skills, and standards in English Language Arts and Math for scholars in grades 6–8. The CAA for Science will be given as appropriate for scholars in grade 8.
* English Language Proficiency Assessment for California (ELPAC) . Two assessments: one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of English proficiency	To assess the English language proficiency level in scholars in grades 6–8
CAASPP Standards-Based Tests in Spanish (STS) will be given to Spanish-speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and Math achievement on concepts, skills, and standards in Spanish for scholars in grades 6–8.
FITNESSGRAM, the state physical fitness test (PFT) will be administered to scholars in 7 th grade.	To assess six fitness areas: aerobic capacity, abdominal strength & endurance, upper body strength and endurance, body composition, trunk extensor strength & flexibility, and flexibility.

* CDE expects ELPAC implementation to begin 2018. If delayed, the current CELDT will be used.

1. English Language Arts (ELA)

Goal: Scholars listen and speak clearly and concisely in English. Scholars read with understanding across genres. Scholars read from a variety of text and cite evidence to support arguments and make valid claims. Written and oral presentations reflect the editorial process with a strong appreciation for expression and creativity.

Measurable outcome: Every scholar will eventually meet or exceed the state ELA standards as measured by the CAASPP SBAC or CAA. This may take eight years. Table 50 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

Table 50. Expected percentage of scholars by subgroup and year who will meet or exceed the state ELA standards as measured by CAASPP

Potential subgroups with at least 30 valid scores	2018-2019	2019-2020	2020-2021	2021-2022	2025-2026
Schoolwide	40%	45%	55%	65%	100%
Asian	40%	45%	55%	65%	100%
Hispanic	40%	45%	55%	65%	100%
African-American	40%	45%	55%	65%	100%
Socio-Economically Disadvantaged	40%	45%	55%	65%	100%
English Learners	40%	45%	55%	65%	100%
Scholars with Disabilities	40%	45%	55%	65%	100%
Foster Youth (if 15 valid scores)	40%	45%	55%	65%	100%

2. English Language Learners

Goal: English language learners become fluent in English in a timely manner and are reclassified.

Measurable outcome: Each English language learner will progress at least one level for each year of instruction as measured by the English Learners Proficiency Assessment for California (ELPAC). There are four levels: 1 limited functional, 2 somewhat functional, 3 moderately functional, and 4 fully functional. We assume both parts of the ELPAC will be ready for administration in the fall of 2018 and the spring of 2019, respectively. If not, the CELDT will be used. <http://www.elpac.org>

3. Mathematics

Goal: Scholars use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars understand the connection between mathematics, engineering, science, computer literacy, and technology.

Measureable outcome: Every scholar will eventually meet or exceed the state Math standards as measured by the CAASPP SBAC or CAA. This may take eight years. Table 51 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

Table 51. Expected percentage of scholars by subgroup and year who will meet or exceed the state Math standards as measured by CAASPP

Potential subgroups with at least 30 valid scores	2018-2019	2019-2020	2020-2021	2021-2022	2025-2026
Schoolwide	40%	45%	55%	65%	100%
Asian	40%	45%	55%	65%	100%
Hispanic	40%	45%	55%	65%	100%
African-American	40%	45%	55%	65%	100%
Socio-Economically Disadvantaged	40%	45%	55%	65%	100%
English Learners	40%	45%	55%	65%	100%
Scholars with Disabilities	40%	45%	55%	65%	100%
Foster Youth (if 15 valid scores)	40%	45%	55%	65%	100%

4. Science

Goal: Scholars develop an understanding of physical, earth, life, and space science as described in the Next Generation Science Standards (NGSS) through the inquiry process and the scientific method.

Measureable outcome: Every scholar will eventually meet or exceed the Next Generation Science Standards as measured by the CAASPP CAST or CAA. This may take eight years. Table 52 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

Table 52. Expected percentage of 8th-grade scholars by subgroup and year who will meet or exceed the state Science standards as measured by CAST

Potential subgroups with at least 30 valid scores	2018-2019	2019-2020	2020-2021	2021-2022	2025-2026
Schoolwide	40%	45%	55%	65%	100%
Asian	40%	45%	55%	65%	100%
Hispanic	40%	45%	55%	65%	100%
African-American	40%	45%	55%	65%	100%
Socio-Economically Disadvantaged	40%	45%	55%	65%	100%
English Learners	40%	45%	55%	65%	100%
Scholars with Disabilities	40%	45%	55%	65%	100%
Foster Youth (if 15 valid scores)	40%	45%	55%	65%	100%

5. Physical Education/Taekwondo

Goal: Scholars achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness through our Taekwondo (TKD) program. Scholars understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually. Scholars integrate the Six Tenets of TKD into their daily life and display self-discipline and respect.

Measurable outcome: 100% of scholars will advance one belt level for every year of instruction. The belt levels, from lowest to highest, are:

- White
- Yellow
- Orange
- Green
- Purple
- Blue
- Brown
- Red
- Red/Black
- Black

Measurable outcome: Scholars in grade 7 will participate in the state FITNESSGRAM physical fitness testing (PFT). By 2021-22, 100% of tested scholars will be in the Healthy Fitness Zones (HFZ) for their age and gender in each of the six fitness areas tested, as shown in Table 53.
<http://www.cde.ca.gov/ta/tg/pf/documents/pft15hfzstd.pdf>

The six fitness areas are:

- Aerobic capacity
- Abdominal strength & endurance
- Upper body strength and endurance
- Body composition
- Trunk extensor strength & flexibility
- Flexibility

Table 53. Expected percentage of tested 7th-grade scholars by gender and year who will be in the Healthy Fitness Zone in all six fitness areas as measured by PFT

7 th -grade scholars	2018-2019	2019-2020	2020-2021	2021-2022
Female	40%	60%	80%	100%
Male	40%	60%	80%	100%

6. Visual Arts

Goal: Scholars confidently draw using the five elements of the Monart Method: straight line, curved line, circle line, dot, and angle line. Scholars demonstrate freedom of expression and individuality in each work of art they produce.

Measurable Outcome: 100% of scholars create eye-catching drawings suitable for display at Serna Center, the Public Library, or another public place.

Figures 13 and 14 are drawings by a 14-year-old and a 12-year-old, respectively, displayed at monart.com.



Figure 13. Drawing by a 14-year-old



Figure 14. Drawing by a 12-year-old

7. Computer/Technology Smart

Goal: Scholars develop and use computer literacy skills. These skills include typing, word processing, organizing spreadsheets, creating databases, creating charts and graphs, and creating multimedia presentations. They ethically use technology and make good decisions in regard to: privacy rights, plagiarism, spam, viruses, cyberbullying, and file sharing.

Measurable Outcome: 100% of scholars will use each of the programs in the Microsoft Office suite to create products such as stories, PowerPoints, data charts, and class presentations.

100% of scholars will be able to demonstrate understanding of technology basics by coding a simple computer program and building a device using circuits.

8. Social Studies

Goal: Scholars will learn about world history and geography through learning about ancient civilizations, medieval times, and early modern times. They will examine past and present civilizations from a variety of perspectives. Scholars in 8th grade will learn about United States history and geography, understanding growth and conflict. Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. Each scholar will learn to respect all cultures and better understand his/her own culture.

Measurable Outcomes: Every scholar will meet or exceed standards in History/Social-Science based on teacher-created assessments and end-of-unit assessments. Table 54 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2022-2023.

Table 54. Expected percentage of scholars by subgroup and year who will meet or exceed site-established standards as measured by teacher-created and unit assessments

Potential subgroups with at least 30 valid scores	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Schoolwide	40%	55%	70%	85%	100%
Asian	40%	55%	70%	85%	100%
Hispanic	40%	55%	70%	85%	100%
African-American	40%	55%	70%	85%	100%
Socio-Economically Disadvantaged	40%	55%	70%	85%	100%
English Learners	40%	55%	70%	85%	100%
Scholars with Disabilities	40%	55%	70%	85%	100%
Foster Youth (if 15 valid scores)	40%	55%	70%	85%	100%

9. Social Skills

Goal: Scholar behavior will embody the doctrine of the HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD. Scholars will be able to identify, articulate, and apply the HEART skills and Lifelong Guidelines when problem solving and interacting with others.

Qualitative Outcome: 100% of scholars will model the HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD. During the first year of operation, parents, staff, and scholars will develop a rubric to measure this outcome. The rubric will be updated each year.

10. Human Spirit

Goal: Our scholars will be academically, linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for their own learning. Scholars at HFA will be self-motivated, competent, lifelong learners ready to take on new challenges and proactively contribute to the betterment of their community and our world.

Qualitative Outcome: 100% of scholars will model the HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD. During the first year of operation, parents, staff, and scholars will develop a rubric to measure this outcome. The rubric will be updated each year.

11. Civics Education

Goal: Scholars will develop civic knowledge about institutions, leaders, innovators, hidden figures, heroes, important principles, and processes. They will develop and use civic skills such as: active listening, critical thinking, and expressing one's opinion in an appropriate way. Scholars will learn and practice civic dispositions such as tolerance and respect. They will grow to understand the rights, responsibilities, and duties of a citizen within their community and within our world.

Qualitative Outcome: 100% of 8th-grade scholars will successfully complete a meaningful social action service learning project and research paper as part of their graduation requirement.

Qualitative Outcome: 100% of 6th and 7th graders will complete a classroom service-learning project with their homeroom class and homeroom teacher.

During the first year of operation, parents, staff, and scholars will develop a rubric to measure these two outcomes. The rubric will be updated each year.

Element 3: Methods to Assess Pupil Progress Toward Meeting Outcomes

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

Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Section 47605 (c) (1)

The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. SCUSD Administrative Regulations Charter Schools III (B)(4)3.

In the previous element, Element 2, we described the required state assessments used to determine HFA's effectiveness in meeting statewide standards.

At HFA, we believe that mastery is a level of competence that can be measured. Ongoing assessments, however, are necessary to monitor scholar progress toward achieving mastery. Assessments provide data-driven evidence as to whether our scholars are understanding and applying the knowledge and skills they develop. Assessments are also used to make decisions on how to best improve scholar learning and increase academic achievement, including changes in instructional strategies by teachers.

Successfully monitoring progress towards the goals described in Element 2 involves two components. First, identifying the data and second, analyzing data and turning data into useful information that can be used to make adjustments in instruction. When done correctly, continuous improvement results. In this element, we identify the data to be collected before addressing our Data Teams process to analyzing data.

1. Data to be Collected to Monitor Progress Towards Our Goals

Data we collect fall into two categories: standardized tests and teacher-made assessments. The tests from the Northwest Evaluation Association (NWEA) fall into the first category. NWEA tests will be administered to scholars in the form of a pre-assessment *and* as ongoing benchmark assessments to monitor growth and progress in English Language Arts and Math.

Most other data collected to monitor progress are from teacher-made assessments by either HFA teachers or from third-party sources such as Teachers Pay Teachers and Engage New York. These data include summative assessments from end-of-unit tests, portfolio reviews, and performance tasks such as a group presentation or oral report on a research project. Performance-based assessments challenge scholars to use higher order thinking skills to create a product or complete a process (Chun, 2010).

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a scholar to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- I. Group projects enabling a number of scholars to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- II. Essays assessing scholars' understanding of a subject through a written description, analysis, explanation, or summary.
- III. Experiments testing how well scholars understand scientific concepts and can carry out scientific processes.
- IV. Demonstrations giving scholars opportunities to show their mastery of subject-area content and procedures.
- V. Portfolios allowing scholars to provide a broad portrait of their performance through files that contain collections of scholars' work, assembled over time.

One key feature of all performance-based assessments is that they require scholars to be active participants. They also focus attention on how scholars arrive at their answers and require scholars to demonstrate the knowledge or skills needed to obtain a correct answer. For example, a 7th-grade scholar could demonstrate understanding of geometry standards by designing appropriately sized garden vases for a retirement home. Scholars would take measurements from scale drawings and calculate circumference and diameter of a variety of vases. They would determine which vase or vases would be most appropriate to place in the retirement home and support their claims with correct measurements (data). They would be able to justify their reasoning through written response. A teacher can easily see if the scholar understands geometrical figures and how to solve real-world Math problems involving angle measurement, area, surface area, and volume.

Table 55 describes performance-based and authentic assessments that relate to the school's instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual scholar data.

Table 55. Performance-based and authentic assessments used at HFA.

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Teacher-Created Assessments <i>Measurement using a variety of intelligences</i>	Assessments created by the teacher that allow for scholar choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for scholars with special needs.	To measure scholar achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
Curriculum Summative Assessments <i>Measures knowledge, standards, application, and development</i>	Assessments from Engage New York Math curriculum to assess understanding of core content knowledge and mastery of skills.	To measure scholar achievement on understanding and applying Mathematical skills, standards, and learning objectives.
Observation Checklists <i>Records of evidence on skills, criteria, and behaviors</i>	A record-keeping device for teachers to track individual scholar progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual scholars or groups. Checklists will be used in all subjects and grades. Observation checklists may also be used to track use of HEART Skills, Lifelong Guidelines, and the Tenets of TKD.
Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i>	Performance tasks provide evidence of a scholar's ability to apply skills and content learned to real-world problems and real-world applications. Teacher- and scholar-created rubrics will be used as the criteria for determining the adequacy of scholars' understanding of content and discrete skill ability.	Provide evidence of higher-level thinking skills, according to Bloom's taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, and transferability of content and skills.
Fluency Assessments / Running Records <i>Measures knowledge, standards, application, and development</i>	Pre-Assessment of how many words per minute scholars can read. Fluency goals per grade level are described in Element 1 under: Course of Study for ELA. Running Records to track progress and improvement of fluency rate.	To measure scholar progress in literacy development and improvement in reading skills. Tested a minimum of every 4-6 weeks.
Interactive Notebooks and Journals <i>Measures scholar growth and thought process to attaining an "answer"</i>	Journals provide insight into connections made by scholars based on personal importance, the world around them, and the current curriculum being taught. They contain scholars' opinions, are personal, and subjective. Interactive Notebooks contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, notes, observations, etc.).	A formative assessment that will be graded by a rubric. ELA: Journal writing will be a part of ELA curriculum for all scholars, grades 6-8. Science: Interactive Notebooks (IN) will be kept by all scholars in grades 6-8. These notebooks will serve as a tool to enhance learning and literacy. Journal entries and INs will be reviewed and graded by the core teacher.

Graphic Organizers <i>Measures knowledge and synthesis of core ideas and content</i>	<p>Graphic organizers represent a scholar's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Scholars can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both scholar learning as well as scholar thinking. They will be graded by a rubric.</p>	<p>A visual representation of knowledge in all grades and subjects.</p> <p>Grades 6-8: Scholars will demonstrate understanding through use of graphic organizers in English, Math, History, Science, and iSTEAM curriculum.</p>
Metacognitive Reflection <i>Measures motivation, competence, HEART Skills, Lifelong Guidelines, Tenets of TKD, and human spirit.</i>	<p>Evidence of inner thought processes related to a learning experience illustrated by ability to produce a written or oral reflection of what has been learned. Allows scholars to become aware of their thought processes in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI), graphic organizers, self-evaluation questions and online surveys.</p>	<p>A formative and summative assessment that provides evidence of transferability in all subjects.</p> <p>Grades 6-8: Scholars will demonstrate metacognitive reflections in both written and oral formats.</p>
Interviews and Conferences <i>Measures growth towards processing and oral expression of content knowledge and skills.</i>	<p>Structured conversations between the teacher and scholar to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate scholars think, know, and feel. Guides scholars to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.</p>	<p>Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.</p>
Portfolios / Scholar Binders <i>Measures process, product, and growth</i>	<p>Portfolios provide insight into the scholar's thought processes and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate growth and development. The types of portfolios that will be used are listed below:</p> <p>English: Unit-themed Portfolios: a compilation of scholar work that contains key artifacts as evidence of growth, development, transferability, and understanding.</p> <p>Science: Interactive Notebook: a compilation of science experiments, problem-solving entries, notes, observations, and other materials that show evidence of growth, development, transferability, and understanding.</p> <p>Art: Scholars will compile a portfolio of various art pieces created throughout the academic year. Each scholar will produce 4-6 art pieces per year in all grades.</p>	<p>Portfolios demonstrate the interconnectedness of skills acquired and content mastered.</p> <p>They provide an opportunity for scholars to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and scholar to determine progress and transferability.</p> <p>Portfolios will be graded by two teachers using the same rubric to ensure consistency during common planning time.</p>

<p>Multiple Intelligences <i>Provides evidence of scholar diversity, individualism, and creativity</i></p>	<p>Assessments that incorporate more than one intelligence into the assessment to demonstrate scholar understanding. Some examples of authentic assessments using the multiple intelligences are listed below: Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, “exit-tickets,” and portfolios. Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments. Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays. Bodily/Kinesthetic Assessments: team-building, role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments. Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught. Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (scholar-scholar, scholar-teacher, and scholar-administrator). Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries. Naturalist: participation in outdoor activities, portfolios, and action research on environmental studies and other science-related studies.</p>	<p>To honor the diversity of scholar learning and gather evidence of scholar growth across all subjects and grades. To demonstrate the unique abilities of scholars to create products and solve problems.</p>
<p>TKD Performance Assessment</p>	<p>End of unit performance task in which scholars must demonstrate application of knowledge and skills through performing a variety of TKD moves, foundation skills, sets, and forms.</p>	<p>To demonstrate growth, development, and understanding of TKD skills and techniques. Each scholar will have a goal of moving at least one belt color per academic year.</p>

Some of the performance-based and authentic assessments described in Table 55 require the development and use of a rubric to determine performance level. Rubrics will be developed and approved by teachers, the Academy Council, and the UCSC Board during the initial planning year. Each rubric will use a numerical scale rating system of 1-4:

- Score of 1 (Below Basic) – a “*not there yet*” performance of a skill(s) or understanding of content knowledge, no evidence and incomplete task or thought process.
- Score of 2 (Basic) – a “*satisfactory*” performance of a skill(s) or understanding of content knowledge, minimal evidence and completion of a task or thought process.
- Score of 3 (Proficient) – an “*excellent*” performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process.
- Score of 4 (Advanced) – a “*superior*” performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process. Scholar must also demonstrate advanced thinking and reflection above the required standard for proficiency.

Multiple rubrics will be used across grade levels and subjects. Since the numerical total points available will vary by the rubric used, we will measure mastery based on the total percentage of points available as described in Table 56.

Table 56. HFA rubric percentage benchmarks

Mastery Level	Percentage
Below Basic	< 69.5%
Basic	70% - 79%
Proficient	80% - 89%
Advanced	> 90%

In summary, Table 57 illustrates the assessments that will be provided per subject.

Table 57. Summary of assessments used at HFA

Subject & Outcome	Standardized Tests	S	F	Performance-Based / School-wide Assessments	S	F
English Language Arts: Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Scholars will be able to read from a variety of text and cite evidence to support arguments and make valid claims. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.	Smarter Balanced Assessment (CAASPP)	X		Performance Tasks and Rubrics	X	
	NWEA Benchmark		X	ELA Journal / ELA Writing Portfolio / Scholar Binder		X
				Graphic Organizers		X
	CELDT	X		Verbal/Linguistic Assessments*	X	X
	ELPAC	X	X	Musical/Rhythmic Assessments*		X
	Fluency Assessments		X	Interpersonal / Intrapersonal Assessments*		X
	Teacher-Created Standard-Aligned Assessments	X	X			
Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, engineering, science, computer literacy, and technology.	Smarter Balanced Assessment (CAASPP)	X		Performance Tasks and Rubrics (Pod Pi models)	X	
				Graphic Organizers		X
	NWEA Benchmark	X		Verbal/Linguistic Assessments*	X	X
	Engage New York (End of Unit Assessments)	X		Logical/Mathematical Assessments*	X	X
				Musical/Rhythmic Assessments*		X
	Teacher-Created Standard-Aligned Assessments	X	X	Interpersonal / Intrapersonal Assessments*		X
Science: Scholars will develop an understanding of physical, earth, life, and space science through application of the Next Generation Science Standards (NGSS) through the inquiry process and the scientific method.	CAST – 8 th -Grade Scholars	X		Interactive Notebooks	X	X
				Performance Tasks and Rubrics (PLTW models)		
	Teacher-Created Standard-Aligned (NGSS) Assessments	X	X	Graphic Organizers		X
				Service Learning Projects/Action Research (Naturalist Assessments)	X	X
	Service Learning Research Paper – 8 th -grade scholars	X		Verbal/Linguistic Assessments*	X	X
				Logical/Mathematical Assessments*		X
				Musical/Rhythmic Assessments*		X
				Interpersonal / Intrapersonal Assessments*		X

Subject & Outcome	Standardized Tests	S	F	Performance-Based / School-wide Assessments	S	F
Social Studies: Scholars will explore world history and geography through learning about ancient civilizations, medieval times, and early modern times. They will examine past and present civilizations from a variety of perspectives. Scholars in 8 th grade will learn about United States history and geography, understanding growth and conflict. Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. Each scholar will learn to respect all cultures and better understand his/her own culture.	Teacher-Created Standard-Aligned Assessments	X	X	Graphic Organizers Performance Tasks and Rubrics (biographies of influential figures, essays on citizenship; etc.) Verbal/Linguistic Assessments* Musical/Rhythmic Assessments* Interpersonal / Intrapersonal Assessments*	X X X	X X X
Physical Education/Tae Kwon Do: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness through our Taekwondo (TKD) program. Scholars will understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually. In addition to physical education, Taekwondo will teach discipline, respect, and the Six Tenets of Taekwondo. Scholars will demonstrate understanding and application of physical fitness and a healthy lifestyle.	PFT – 7 th -grade Scholars TKD – Belt advancements Teacher-Created Standard-Aligned Assessments	X X	 X	TKD Performances	X	

Subject & Outcome	Standardized Tests	S	F	Performance-Based / School-wide Assessments	S	F
Visual Arts: Scholars will be able to learn about the five elements of shape, enabling them to draw things as they see them through the use of Monart. Scholars will demonstrate freedom of expression and individuality in each work of art they produce.	None			Art Portfolio (4-6 pieces per year) Visual/Spatial Assessments* Teacher-Created Assessments	X	 X X
Computer Literacy: Scholars will develop computer literacy skills by learning basic operations including: typing skills; word processing; how to create spreadsheets, data tables, charts, and graphs; how to perform mathematical applications; and how to use multimedia and presentation tools. Scholars will apply their understanding to gather research and appropriately use information. They will ethically use technology and make good decisions in regard to: privacy rights, plagiarism, spam, viruses, cyberbullying, and file sharing.	None			Performance Tasks and Rubrics (PLTW & Pod Pi computer program completion of units and advancement) Teacher-Created Assessments	X X	 X
Social Skills: Scholar behavior will embody the doctrine of the HEART skills, Lifelong Guidelines, and the Six Tenets of TKD. Scholars will be able to identify, articulate, and apply the HEART skills and Lifelong Guidelines when problem solving and interacting with others.	School-wide discipline records		X	Observation Checklists Teacher Feedback Metacognitive Reflections: written and oral formats* Interviews & Conferences Interpersonal / Intrapersonal Assessments* Bodily/Kinesthetic Assessments*	 X 	X X X X X

Subject & Outcome	Standardized Tests	S	F	Performance-Based / School-wide Assessments	S	F
Civics Education: Scholars will develop civic knowledge about institutions, leaders, innovators, hidden figures, heroes, important principles, and processes. They will develop and use civic skills such as: active listening, critical thinking, and expressing one's opinion in an appropriate way. Scholars will learn and practice civic dispositions such as tolerance and respect. They will grow to understand the rights, responsibilities, and duties of a citizen within their community and within our world.	Service Learning Research Paper – 8 th -grade scholars	X		Service-Learning Projects/Action Research Performance Tasks and Rubrics (biographies of influential figures, essays on citizenship; etc.) Metacognitive Reflections: written and oral formats* Interpersonal / Intrapersonal Assessments*	X X X	X X
Human Spirit: Our scholars will be academically, linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for their own learning. Scholars at HFA will be self-motivated, competent, lifelong learners ready to take on new challenges and proactively contribute to the betterment of their community and our world.	None			Metacognitive Reflections: written and oral formats* Interviews & Conferences Interpersonal / Intrapersonal Assessments*	X	X X X

(S=summative; F=formative)

*Definition of these assessments appears in Table 55

2. Data Analysis

The Data Teams process is our key to continuously monitor and improve our educational program. Figure 15 provides an overview of this process. It is used to analyze student work and student data. During PLC time, teachers at each grade level will review and analyze data from a variety of sources. They will identify learning strengths, needs, and obstacles of each scholar.

After this analysis, teachers will decide which research-based, brain-compatible instructional strategies to implement within their classrooms to improve learning and achievement. After implementation of new strategies, teachers will reconvene to analyze the effectiveness of the strategies they chose. They will make data-driven decisions using evidence from assessments to improve scholar achievement and continuously monitor scholar progress. Ongoing professional development will be provided to sharpen our skills in using Data Teams successfully.

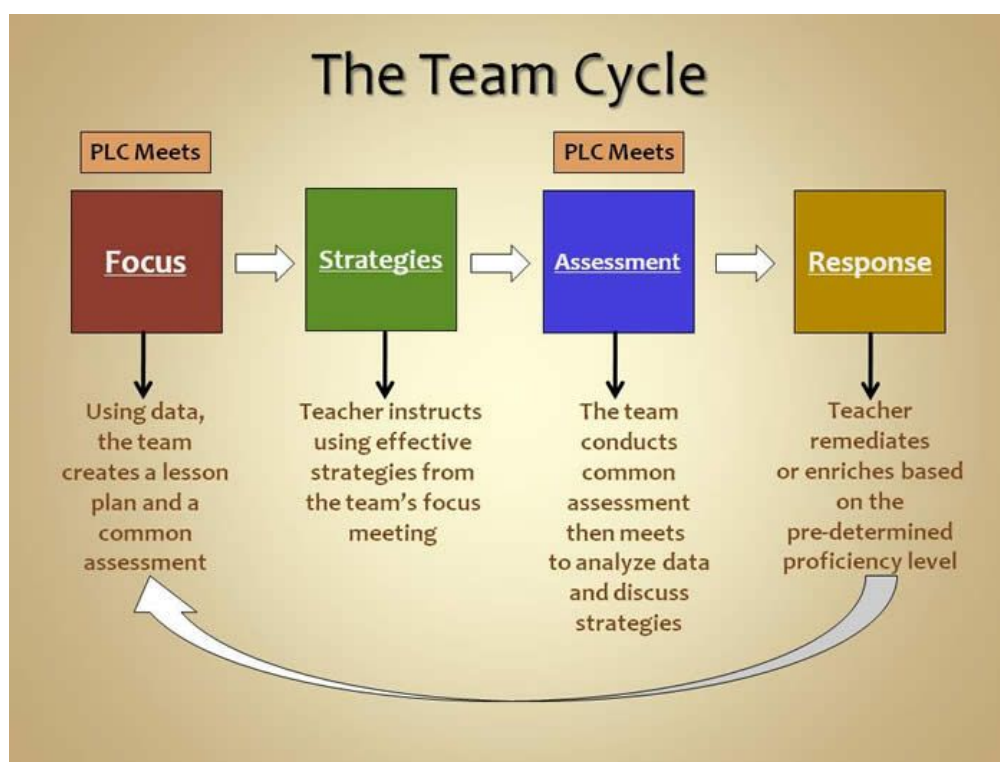


Figure 15. Data Teams process used during common planning time

In addition, at the classroom level, the educational program is designed to integrate assessment into daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.). The data collected from formative assessments will be discussed daily during grade-level PLC time. The data will be reported and shared to determine the best placement for

scholars during their W.I.N. time as well as to make instructional adjustments in core subjects.

Finally, at the school-wide level, the principal and members of the Academy Council will analyze school-wide data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of scholars to check if they understood and mastered the current day's objectives. The interviews also provide the principal with opportunities to talk with and listen to scholars, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being taught match the Backward Standards Map.

Staff at HFA will use PowerSchool as the technology platform for recording and reporting scholar grades to families. Teachers will provide immediate feedback and update scholar grades on a weekly basis.

Element 4: Governance

(D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. - Ed. Code 47605(b)(5)(D)

The governance structure of the school, including but not limited to the process to be followed by the school to ensure parental involvement. – SCUSD administrative guidelines.

Per SCUSD Petition Guide 2017-18, the following items for this Element are in Appendix B:

1. UCSC Articles of Incorporation
2. UCSC Bylaws
3. Roster of UCSC Board members
4. Schedule of regular UCSC Board meeting in 2016-17
5. Conflict of Interest Policy
6. Code of Ethics for Board members
7. Scholar Handbook

1. Overview

The Urban Charter School Collective (UCSC) is a California nonprofit public benefit corporation, incorporated October 28, 2009. It has 501(c)(3) tax-exempt status with the Internal Revenue Service. The specific purpose of UCSC, as stated in its Articles of Incorporation, is *to manage, operate, guide, direct, support, and promote public charter schools that serve underprivileged students.*

UCSC currently operates YPSA Charter School, which is located within the boundaries of the Sacramento City Unified School District (SCUSD). The proposed Hidden Figures Academy (HFA) would be UCSC's second charter school and also located within the boundaries of SCUSD. Both are direct-funded charter schools and operate autonomously from SCUSD. By statute, however, the district is responsible for approving or not approving charter schools within its jurisdiction and conducting oversight duties.

The governance structure described here is similar to the one found at YPSA.

Governance is about making decisions. Good governance is making effective decisions that are mission driven, student driven, and data driven. The governance structure of HFA is designed to support good decision-making and to be transparent. As such, everybody knows who will make what decisions and each stakeholder knows when, where, and how they have input and on what issues.

There are two levels of governance or decision-making at HFA. The first is the strategic level occupied by the UCSC Board of Directors. The Board takes a strategic, big picture view in making decisions. The second level is about making day-to-day operational decisions at the school and involves primarily the HFA Academy Council, with advice and input from the

English Learner Advisory Committee (ELAC) and the School Site Council (SSC). The two levels are designed to complement each other and to provide opportunities for meaningful parent/community involvement.

2. Areas of Responsibility

The UCSC Board of Directors is responsible for the overall success of HFA. In carrying out this responsibility, the UCSC Board, among other things:

- Adopts policies and regulations.
- Hires and fires staff.
- Appoints a principal to work with the Academy Council and to lead and manage the school's programs.
- Monitors progress towards the academic and non-academic goals stated in the charter.
- Approves and monitors the LCAP and accompanying budget developed by the Academy Council.

The HFA Academy Council is responsible for working with the principal to make decisions and adopt procedures that result in:

- Effective day-to-day operation of the school.
- Achievement of the mission and goals of the school described in the charter.
- Effective use of the money in the school budget.

Decisions made by both bodies will be consistent with: the charter, UCSC bylaws, state laws, and federal laws. The UCSC Board has the authority to veto decisions made by the Academy Council if it is in the best interest of implementing the charter. A chart of responsibilities is shown in Table 58.

The UCSC Board employs a superintendent to serve as UCSC's Chief Executive Officer (CEO). The superintendent supervises the principal of each UCSC school. The Board employs a principal at HFA to lead and manage the school and to work with the Academy Council to implement the charter.

Table 58. Areas of responsibility for governance

Area	UCSC Board Strategic Responsibility	Academy Council (AC) Operational Responsibility
Finance	<ul style="list-style-type: none">- Monitor fiscal solvency and management.- Approve budget/spending and fiscal policies.- Enter into contracts.- Approve the Academy Council's LCAP.	<ul style="list-style-type: none">- Conduct LCAP meetings with stakeholders.- Follow LCAP guidelines in developing both activities and budget that reflects the school's LCAP.- Implement budget approved by Board.
Educational Program	<ul style="list-style-type: none">- Monitor scholar performance.- Ensure instruction and curriculum align with mission.- Approve school calendar and schedule.	<ul style="list-style-type: none">- Monitor scholar performance.- Develop/align standards, curriculum, and assessment.- Develop school calendar and class schedule.- Work in harmony with the English Learner Advisory Committee (ELAC) and the School Site Council (SSC).- Develop parent/scholar handbook consistent with UCSC policy. See Appendix B for similar handbook at YPSA.
Personnel	<ul style="list-style-type: none">- Hire/fire staff.- Appoints principal.- Approve personnel policies.- Develop and update employee handbook.- Evaluate UCSC superintendent.	<ul style="list-style-type: none">- Develop/implement professional development plans.- Provides superintendent with feedback on principal's performance.
Facilities	<ul style="list-style-type: none">- Enter into financing and building contracts.- Approve construction and remodeling of facilities.- Conduct capital campaigns.	<ul style="list-style-type: none">- Conduct school site needs assessment.

3. Membership on the UCSC Board and the Academy Council

An individual may not simultaneously serve on both the Board and the Academy Council.

Membership on the UCSC Board of Directors is described in the Board's Bylaws. The bylaws call for between three and seven directors. Under the Revised Model Nonprofit Corporations Act of 1987, a Board of Directors shall consist of not fewer than three members. There is not a set maximum number of members as this will depend on various factors such as the size of the organization, staffing, age of the organization, expected duties and functions, structures and activities. The bylaws state that *"the number of directors may be increased or decreased from time to time by amendment to the Bylaws,"* which gives flexibility to increase members accordingly. One seat is reserved for a member appointed by the SCUSD superintendent. The other members are elected according to the bylaws. All members have voting privileges.

When recruiting new board members, the Board will consider the insights of Rachel Muir regarding five traits of great board members:

- *Great board members hold themselves and the organization accountable for advancing the mission.*
- *They're passionate about the mission, helping to promote others' enthusiasm about the mission.*
- *They open doors to donors- and are donors themselves.*
- *They focus on the mission with a strategic view of the big picture, not an operational view.*
- *They aren't afraid to ask the hard questions in striving towards progress.*

<http://www.networkforgood.com/nonprofitblog/5-traits-great-board-members/?aliId=86646323#.Vx59CEe1NfI>

In addition, governance consultant Sonia J. Stamm cites the Graduate School of Business at Stanford that *the following must be performed "bravely, rigorously, and consistently" as part of every board member's job:*

- *Ensure the mission is focused and well understood.*
- *Ask stupid questions, until you figure out the smart ones.*
- *Make field visits.*
- *Insist on impact evaluations.*
- *Develop a (leadership) succession plan.*
- *Recruit the board members that the organization needs.*

<http://www.boardeffect.com/blog/what-makes-a-good-board-member/>

Membership on the HFA Academy Council is by election, except for the principal who serves as chairperson. The UCSC Board appoints the principal. In addition to the principal, the Academy Council is composed of an equal number of up to five members from each of two groups: parents/community persons and faculty/staff members. Each member has one vote. The principal may vote only when there is a tie.

Parents/community persons select from their group to sit on the Council. Faculty/staff persons do the same from their group. The majority in the first group will be parents with scholars enrolled at the HFA. The majority in the second group will be full-time credentialed teachers working at the school. Members of both groups will be notified of any upcoming election and may nominate candidates from their group. All candidates will be placed on their respective ballots. Each group will have adequate notice of an election and adequate opportunity to vote. The annual election season begins September 1 each year and ends with the election on the last week of September. The term of office is October 1 to September 30. During the campaign season, candidates are nominated and have an opportunity to share their views with their respective constituents before the election.

Academy Council members serve a one-year term and may be re-elected. Decisions are made by majority vote. Votes are valid only when a majority from each of the two groups is in attendance at a regular, special, or emergency meeting. Minutes will be kept for all meetings. The minutes will reflect the vote of each member.

Once convened, the Academy Council is responsible for developing its own bylaws. Until those bylaws have been approved by the Academy Council, the bylaws developed by YPSA Academy Council will be used.

4. Meetings

The UCSC Board, at a minimum, will meet monthly. An annual schedule of regular board meetings will be posted at the beginning of each school year on the UCSC website and at UCSC schools. In compliance with the Brown Act, not later than 72 hours prior to a regular meeting and not later than 24 hours prior to a special meeting, the UCSC superintendent or designee shall provide notice of the time and place of the meeting. The meeting agenda shall be posted at two publicly accessible locations and on the UCSC's website. In addition, the meeting agenda shall be provided to all Board members and to those persons or entities previously requesting notice of such meetings. All meetings of the Board shall be open to the public except closed session, as authorized by law. The UCSC Board will meet to discuss and take action on items related to personnel, budget/finance, real estate, safety, policies/regulations, and other business related to the operation of the charter school.

The Academy Council will meet at least once a month. A schedule of regular meetings will be posted at the school, on the HFA website, and on the UCSC website. Agendas for regular Academy Council meetings shall be posted 72 hours in advance of such meetings on the school's website and at two locations at the school that are freely accessible to members of the public. Special meeting agendas shall be posted in the same manner at least 24 hours in advance of such meetings.

Meetings of both bodies will follow the Brown Act. The Brown Act (Government Code 54950-54962) governs meeting access and procedures for local public bodies. In addition, meeting minutes from both bodies will be posted on the UCSC and HFA websites, respectively.

5. Training for Effective Governance and Leadership

The current members of the UCSC Board have received varying levels of training on a variety of topics. Ongoing annual training will take place to ensure that current and new members have the skills and knowledge needed to adopt sound, ethical, and legal governance and fiscal policies. The members of the Academy Council will receive similar training, though not necessarily at the same time. Each year, the training will be customized to meet the skill and knowledge level of participants. The training is intended to educate and prepare those who serve on one of the two bodies to take on similar governance roles in the community once they leave the Academy Council or the Board.

By October 30 of each year, The UCSC Superintendent, after consulting with the UCSC Board, will create and/or update a schedule of board trainings and engage the appropriate trainers. By the same date, the HFA principal, after consulting with the Academy Council, will create a schedule of Academy Council trainings and engage the appropriate trainers. The principal will do the same for the ELAC and the SSC by October 30. Training for ELAC and SSC members is somewhat different and detailed below.

Leadership and governance training topics for the Board and Academy Council include:

- Effective Board Governance
- Board fiscal oversight roles and responsibilities
- The Brown Act
- Political Reform Act
- Conflict of Interest Basics
- Statement of Economic Interest Basics (Form 700)
- 501 (c) 3 corporations
- Limitations and duties of Board committees
- Effective hiring and release
- Business and personnel services
- Administrator evaluation
- Contracts
- Strategic planning
- Collecting and analyzing data in the policy development process
- Mission of UCSC and mission of Hidden Figures Academy

Since 2010, the UCSC Board has worked with a variety of partners to receive training in these areas. The partners include:

- Ms. Edye Kaanehe of Golden State Employer Services
- Jennifer McQuirre, Esq.
- Eric Premack and Barryl Nelson from the Charter Schools Development Center (CSDC)
- Attorneys from Young, Minney, & Corr (YM&C)
- Staff from the California Charter Schools Association (CCSA)

We will continue working with these and other partners as appropriate. Table 59 shows a tentative training schedule for the UCSC Board and the HFA Academy Council for the first two years.

6. Evaluation of the Two Governing Bodies

At the end of each school year, the UCSC Board and the HFA Academy Council will evaluate the effectiveness of their respective bodies during the just concluded year. The evaluation will include examining how well the respective bodies did in carrying out their responsibilities listed in Table 58.

The evaluation will also examine how the members of the two bodies did in respect to the criteria identified above by Rachel Muir and Sonia Stamm.

We will use one of our partners to facilitate the evaluation and provide feedback. Both the Charter Schools Development Center (CSDC) and the California Charter Schools Association (CCSA), for example, have tools for this purpose.

7. Strategic and Operational Planning

Strategic Planning. Each year the UCSC Board will review its strategic plan and update it as needed. The UCSC superintendent, with assistance from our training partners, will lead the review. As needed, the superintendent will arrange for training that will help the Board create a realistic and effective strategic plan. Board will identify the criteria for evaluating the effectiveness of the plan.

Operational Planning. Each year, the HFA Academy Council will review the school's LCAP and update it as needed to achieve the results described in the charter and the plan. The LCAP should be a reflection of the charter. The principal will lead the review. Input from the ELAC and SSC will be incorporated into the planning. One product will be a budget for the next school year that supports implementing the charter and fulfilling the school's LCAP.

Table 59. Tentative training schedules for UCSC Board and HFA Academy Council

Time Frame	UCSC Board	HFA Academy Council
2017-18 Planning Year		
1 st Quarter: July, Aug, Sept		
2 nd Quarter: Oct, Nov, Dec	1. Identify training for next 12 months by Oct 30.	
3 rd Quarter: Jan, Feb, Mar (Assuming vacancies on the Board will be filled by January)	1. Brown Act, 2. Political Reform Act, 3. Conflict of Interest 4. Statement of Economic Interest (Form 700) 5. 501(c)(3) corporations 6. Effective governance	
4 th Quarter: Apr, May, June	1. LCAP and LCFF 2. Fiscal monitoring 3. Effective hiring and release 4. Board evaluation	
2018-19 First Operational Year		
1 st Quarter: July, Aug, Sept	1. Strategic planning 2. Board committee limitations and duties 3. Data analysis in policymaking 4. Contracts	First ever elections on the last week of September. Election season is the month of September.
2 nd Quarter: Oct, Nov, Dec	1. Identify training for next 12 months by Oct 30.	1. Identify training for next 12 months by Oct 30. 2. Brown Act, 3. Political Reform Act, 4. Conflict of Interest 5. Effective governance
3 rd Quarter: Jan, Feb, Mar		1. LCAP and LCFF 2. Strategic planning
4 th Quarter: Apr, May, June		1. Data analysis in decision making 2. Fiscal monitoring

8. Ensuring Parental Involvement

Parents can be involved at the policy level by serving on a board committee or giving input to board committees. In addition, parents are always welcome to provide public comment at board meetings.

At the classroom level, HFA has scheduled 20 days each year for parent-teacher conferences.

At the school operational level, parents have opportunities to serve on the Academy Council, ELAC and SSC as described here.

Parent involvement on the school's Academy Council. At the operational level, parents serve on the Academy Council. In addition, parents have an opportunity to serve on the school's ELAC and SSC. The ELAC and the SSC will coordinate with Academy Council. More details on the ELAC and SSC are provided next.

Parent involvement on the ELAC. HFA will follow the California Department of Education's (CDE) guidance on the ELAC which is described below and at this link:

<http://www.cde.ca.gov/ta/cr/elacsp.asp>

1. Requirement: Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
2. Responsibilities:
 - a. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).
 - b. The ELAC shall assist the school in the development of:
 - i. The school's needs assessment.
 - ii. Ways to make parents aware of the importance of regular school attendance.
3. Composition and Elections:
 - a. Parents of English learners comprise at least the same percentage of the ELAC membership as the percentage of English learners in the school's total student population. For example, if 25% of the students in a school are English learners, then parents/guardians of English learners must comprise 25% of the ELAC membership.
 - b. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for English learner parents is maintained.
 - c. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC.
 - d. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
4. Training for all ELAC members:
 - a. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
 - b. Training planned in full consultation with ELAC members.

- c. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for childcare, translation services, meals, transportation, training cost, and other reasonable expenses.
- d. Training for the year will be identified by October 30.

Parent involvement on the SSC. The following guidelines will be followed by HFA.

1. Requirement: Pursuant to *EC Section 47634.4 (Chapter 6, Article 2 of the Charter School Act)*, if a charter school participates in a program, or receives funding for a program requiring the development of a Single Plan for Student Achievement (SPSA) and/or the development of a School Site Council, the charter must comply with those programmatic requirements. <http://www.cde.ca.gov/sp/cs/re/qandasec4mar04.asp#q13>

California Education Code 52852 requires that a school site council shall be established at each school that participates in Title I or LCFF supplemental/concentration grant funding.

HFA plans to participate in these programs. As such, a School Site Council (SSC) will be formed and the procedures and rules for creating and operating a SSC will be followed.

2. Responsibilities: *School site council meets regularly to complete the following activities:*

- *Elect officers*
- *Develop/revise by-laws (optional)*
- *Advise the annual revision of the Single Plan for Student Achievement (SPSA)*
- *Recommend the annual revisions to the SPSA for Board approval*
- *Approve revisions to the site categorical budget and SPSA*
- *Monitor the implementation of the site categorical budget and activities in the SPSA*
- *Annually evaluate the activities in the approved SPSA*

3. Composition and elections: *The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.* <http://www.scusd.edu/school-site-council-ssc>

4. Training provided by HFA for all SSC members:

- a. Appropriate training and materials to assist each member in carrying out his or her legally required responsibilities.
- b. Training planned in full consultation with SSC members.
- c. Training for the year will be identified by October 30.

If ELAC and SSC agree and if the requirements for the composition of the ELAC and SSC are met, the duties and responsibilities of SSC and/or ELAC may be assumed by the Academy Council, if the Academy Council similarly agrees.

Element 5: Employee Qualifications

(E) The qualifications to be met by individuals to be employed by the school. - Ed. Code 47605(b)(5) (E)

The qualifications to be met by individuals to be employed by the school. – SCUSD administrative guidelines.

1. Overview of All Employees

Individuals working at Hidden Figures Academy (HFA) will be employed by the Urban Charter Schools Collective (UCSC), a nonprofit corporation. This includes the principal, teachers, school nurse, plant manager/custodian, and yard duty/hall monitors. Only the UCSC Board can hire and fire a UCSC employee.

We are seeking individuals with a special “can do” attitude. To paraphrase Jim Collins and Tom Wolfe, it is important to get the “right people” with the “right stuff” on the bus and in the “right seat.” Regardless of their position at HFA, from yard duty/hall monitor to principal, the “right people” for the HFA bus can be described as:

- Passionate and dedicated to creating a great school for scholars. They go the extra mile and do whatever is needed. They don’t give up. They have an unwavering commitment.
- Good is not good enough. They have high standards and are driven to improve. They pay attention to detail.
- Ambitious for the school’s success, not for personal recognition. They want to be part of accomplishing something bigger than what they could ever do individually.
- Confront bitter facts, yet never lose faith. They are not afraid of failure. They adapt and overcome.
- Reflective.
- Read books.

In summary and paraphrasing Collins again, we seek people who are highly capable and who have been successful due to their good work habits, knowledge, skills, and native talent. We are looking specifically for highly capable individuals who can work effectively with other team members and who can contribute their talents to achieve a group goal. These individuals view the successful creation of HFA as a mission and not a “job.”

Collins in his book *Good to Great* concluded, “if you have the right people on the bus, the problem of how to motivate and manage people largely goes away. The right people don’t need to be tightly managed or fired up; they will be self-motivated by the inner drive to produce the best results and to be part of creating something great.”

2. Principal

The principal reports to the UCSC superintendent and is responsible for the supervision of all employees assigned to HFA and for the school's orderly operation.

The principal is extremely important. The principal is the key to HFA's success. We seek an individual who is both an effective leader and a competent manager. According to Jim Collins, an effective leader *"catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards."* As a competent manager, the principal *"organizes people and resources toward the effective and efficient pursuit of predetermined objectives."* We seek a strong-willed principal with unwavering resolve to create a successful school and who at the same time is humble.

The principal is also expected to:

1. Have the traits described earlier for those we want on the HFA bus.
2. Possess the minimum qualifications described next.
3. Demonstrate the skills described below.

An applicant for principal shall meet the following minimum qualifications before being considered as a candidate for the job:

1. Administrative Services Credential authorized by the California Commission on Teacher Credentialing.
2. A graduate degree or equivalent experience in which he/she learned how to understand and use research and data to bring about change.
3. At least two years of experience as a school leader or leader of a business with a staff in size similar to HFA and where exemplary communication and organizational skills were demonstrated.
4. Minimum three years successful, full-time, K-12 teaching experience.
5. Demonstrated deep knowledge and demonstrable expertise in at least one area, either academic or non-academic, e.g., biology, history, music, TKD, dance, or karaoke.
6. Knowledge of Special Education and Section 504 processes.
7. Demonstrated history of successful innovation, organization, and creativity.
8. Demonstrated history of successful collaborative work.
9. Demonstrated history of successfully connecting with parents and their students.
10. Participated successfully as a staff member at a start-up charter school.

Once hired, the principal is expected to effectively demonstrate the following skills:

1. Lead and inspire the staff.
2. Create and maintain a safe, orderly, positive, and effective learning environment where respect and fairness prevail.
3. Articulate and model all that HFA and UCSC represent.
4. Empower members of the school team – e.g., guide staff in using new knowledge gained from professional development.
5. Communicate with staff, scholars, parents, community members, private partners and

- outside agencies to better meet the needs of the scholars in the school.
6. Model and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.
 7. Establish a framework for collaborative action and involve the school community in developing and supporting the mission, shared beliefs, values, and goals of the school.
 8. Make informed, objective judgments.
 9. Maintain and promote confidentiality as the norm under which the school operates.
 10. Evaluate the performance of school staff.
 11. Monitor school finances.
 12. Coordinate the operation of the Academy Council.
 13. Complete the paperwork and reports associated with being the school's principal.

In summary, the HFA principal is the leader of the school who leads the HFA team to adapt and overcome the barriers standing in the way of successfully implementing the charter.

3. Teachers

We seek teachers who meet the criteria listed at the beginning of this element for getting on the HFA bus. In addition, they take pride in their work, regularly reflect and improve their practice, think outside the box, and take responsibility for their scholars' academic and social growth.

Teachers at HFA will need effective interpersonal skills and a creative mindset to successfully collaborate with colleagues as they plan together to embed and teach the Common Core Standards in the context of interdisciplinary projects that integrate Science, Technology, Engineering, Art, and Mathematics.

Each core-subject matter teacher at HFA will satisfy state Education Code requirements for teaching at a charter school. Those requirements state:

Teachers in charter schools shall 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 are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. Ed. Code 47605 (l).

Credentialed teachers will also meet federal requirements for Highly Qualified Teacher (HQT) described in any reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The 2001 reauthorization titled No Child Left Behind Act (NCLB) created a federal definition of HQT. That nation-wide definition was eliminated on December 10, 2015 with the signing of the Every Student Succeeds Act (ESSA) by President Obama. Under ESSA, individual states now define "highly qualified teacher." HFA will abide by all applicable provisions of ESSA.

All full-time core teachers will hold a credential, certificate, permit, or supplemental authorization issued by the California Commission on Teacher Credentialing that authorizes instruction to English learners, for example, a Crosscultural, Language, and Academic Development (CLAD) certificate. Teachers will also have a working knowledge of the state's Common Core Standards.

It is desirable, but not a requirement, for teachers of non-core classes to hold a credential issued by the California Commission on Teacher Credentialing. Whenever possible, we will hire credentialed teachers to teach non-core subjects (e.g., music.) In other cases, such as Taekwondo, non-core teachers will be recognized experts who have the skillset in their field and/or hold a license or the equivalent.

All teachers, whether full-time, part-time, core, or non-core, must demonstrate a willingness to support and be committed to HFA's mission, goals, and programs. All teachers are expected to study and implement the charter, including participating in the school's ongoing professional development program.

4. School Nurse

The school nurse needs to hold the proper licenses and credentials to serve as a school nurse in California. The school nurse must also have the skills and ability to do the following:

1. Coordinate health services for scholars.
2. Be the lead contact for HFA scholars who have questions and concerns about their physical and emotional development.
3. Coordinate the implementation of any local, state, or federal health mandates.
4. Serve as the school's Special Education liaison with the SCUSD SELPA.
5. Serve as the safety coordinator and chair of the School Safety Committee.
6. Lead the development and implementation of the school-wide safety plan.
7. Serve on the After Action Review Team that convenes after each suspension and/or expulsion.
8. Serve as the school liaison with SCUSD Security Services, Sacramento Police Department, and Sacramento Fire Department.

If a certificated school nurse is not available or if circumstances dictate otherwise, a non-certified but properly licensed RN or LVN will be employed.

The school nurse is one of the four members of the school-wide support team. The other three are the principal, the office manager, and the plant manager.

5. Storing Credentials

Credentials for all certificated staff will be downloaded from the California Commission on Teacher Credentialing website and a hard copy will be printed and kept on file in the UCSC back office with other personnel documents. Upon hiring of any teacher, HFA will provide a copy of the teacher's credentials to the district.

6. Classified Positions

No state licensing requirements exist for most classified positions. Employees in these positions must have the skills required to perform the essential functions of their position as determined by the UCSC governing board. Classified positions include all non-certificated jobs and include office manager, plant manager, and yard duties.

Office Manager. The office manager is another member of the four-member school-wide support team. The office manager is the principal's key administrative teammate and administrative confidant. As such, a high level of integrity and confidentiality is required for this position. In addition, the office manager must have the traits described at the beginning of this element above for getting on the HFA bus.

In regard to specific minimum qualifications, an applicant for the office manager position must have the following knowledge and skills:

1. Be familiar with the operation of a public charter school.
2. At least one year of experience as an office manager or the equivalent.
3. Knowledge of and experience with student attendance procedures, including maintenance of records and reporting.
4. Knowledge of and experience ordering supplies and following budgets.
5. Knowledge of and experience with proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing.
6. Proficiency in English reading, English writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test.
7. Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision.
8. Effectively and accurately use computer software programs, including word processing and spreadsheets.
9. Understand and successfully apply a variety of complex directions to specific situations.
10. Proofread accurately.
11. Communicate effectively and tactfully in both oral and written forms.
12. Establish and maintain a variety of record keeping, reference, and data collection systems.
13. Operate numerous office equipment such as calculator, transcriber, copy machine, and computer, with speed and accuracy.
14. Prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner.
15. Establish and maintain effective work relationships with those contacted in the performance of required duties.

Plant Manager. The plant manager is the fourth member of the school-wide support team. The other members are the principal, office manager, and nurse. The plant manager plays an important role in setting the tone of the school. A clean school with inviting restrooms, litter-free grounds, neat classrooms, and equipment in good working order does much to promote positive morale and to help students, staff, and visitors feel safe and welcome.

The plant manager must have the traits described at the beginning of this element for getting on the HFA bus. In addition, as a minimum requirement, the plant manager shall possess the following basic skills:

1. Knowledge of basic cleaning methods permissible in school settings.
2. Knowledge of safety procedures and how to deal with hazardous materials.
3. Experience using basic cleaning tools including vacuums, buffers, blowers.
4. Ordering and managing custodial supplies.

7. Selection Process

Candidates for each position at HFA will be examined carefully. Positions will be posted on the Internet (e.g., Edjoin and Craigslist). After a position closes, the following occurs:

1. Paper screening process to make sure that all legal requirements and criteria are met.
2. Top candidates who meet the requirements will be called for a panel interview of parents and staff members to verify they can articulate what they wrote in their applications.
3. Successful candidates will be invited back to do a demonstration appropriate for the position they seek. A teacher candidate, for example, will teach a lesson to a class of scholars for about 45 minutes. During the demonstration, the panel will observe to determine whether or not the candidate is the best fit based on lesson delivery, engagement, student mastery, and other criteria. Candidates for non-teacher positions will do a demonstration related to the job they are seeking.
4. If a candidate is selected from the demonstration, he/she will be invited for an informal call-back interview, where he or she will sit down with the job-alike or grade-level team members to informally discuss thoughts and opinions about the job.
5. If successful, the candidate meets with administration to go over the job description and expectations.
6. If a candidate passes each of the above steps, then references will be carefully checked.
7. Finally, per Ed Code Section 45125.1, the candidate must receive criminal background clearance based on fingerprints from the California Department of Justice and the Federal Bureau of Investigation before a recommendation to hire can be made by the UCSC Superintendent to the UCSC Board. The UCSC Board will make the final decision on hiring.

8. Staff Evaluation

During the planning year, 2017-18, the UCSC Board will adopt job descriptions and job evaluation tools for each of the middle school staff positions described above in this element. In the case of teachers, for example, the current job description and evaluation process was designed for K-6 teachers holding a multiple subject credential.

HFA will create teacher and principal evaluation systems in which middle school student achievement data, reflective of both the state Common Core Standards and the HFA school goals, play a substantial role in determining staff effectiveness. This is often a controversial area. As such, we will develop a plan during the planning year (2017-18) that includes input from stakeholders – e.g., teachers, parents, scholars, administrators, and UCSC board members. The initial version will be ready to use the first year of operation. Revisions will be made each year until it is fair and satisfactory in regard to reliability and validity.

HFA is applying for a \$575,000.00 grant from the California Department of Education's Public Charter Schools Grant Program (PCSGP). One requirement calls for student achievement data to be used as a substantial portion of the teacher evaluation process. The middle school teacher evaluation process that the UCSC Board eventually adopts will be used to retain the best and to further develop their abilities and skills.

As a starting place, we have begun reviewing the literature and reviewing practices used at other local charter schools. In regard to the literature, there is a large body of research linking teacher effectiveness and student achievement. One study, from the Tennessee Value-Added Assessment System, concluded that *the effectiveness of the teacher is a major determinant of student achievement* and that *race, socioeconomic level, class size, and classroom heterogeneity are poor indicators of student academic growth*. Other researchers, such as those from the Rand Corporation, cautioned to include multiple measures of teacher performance and to ensure that the chosen measures are valid and reliable links to a teacher's contribution to student learning.

In regard to local practices, we started by reviewing the new evaluation system introduced by St. HOPE Public Schools in 2015-16. In this system, teachers earn a ranking of: Novice, Basic Mastery, Proficient Mastery, or Advanced Mastery. There are four components to the evaluation system:

- Significant student academic gains.
- An evaluation rubric of five competencies: Planning, Instruction Execution, Assessment, Culture, and Fit with St. HOPE.
- Professional goals in three areas: Student Achievement, Professional Development, and Strengthening School/Team Culture.
- Overall performance.

At St. HOPE, teacher evaluations are used for determining compensation as well as for identifying professional development needs. Professional development is aimed at moving each teacher to Advanced Mastery.

9. Participating in Ongoing Training and Professional Development

New teachers at HFA are expected to participate in competency-based training to enhance their teaching skills prior to the start of their first day of instruction. During this “boot camp” or teacher leadership institute, new teachers and support staff receive training on the foundations of body-brain education, school procedures, and other relevant topics.

Beginning the second year of operation, teachers will be placed in one of three levels: Developing, Effective, or Highly Effective. Placement will be based on the prior year teacher evaluation. Professional development will be provided to teachers based on their prior year evaluation and based on a teacher’s self identified need. The goal of professional development is to help move each teacher to the Highly Effective level.

Element 6: Health and Safety Procedures

(F) The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Section 44237. Ed. Code 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237. – SCUSD administrative guidelines.

Per SCUSD Petition Guide 2017-18, the following items for this Element are in Appendix C:

1. YPSA School Health Safety Plan that will be used until HFA develops its own
2. UCSC Employee Handbook
3. Assurances-Health Form: Appears under SCUSD Documents on Page 6 of the petition

1. Overview

The Urban Charter Schools Collective (UCSC) is a nonprofit corporation that has operated Yav Pem Suab Academy (YPSA) Charter School since 2010-11. The proposed Hidden Figures Academy (HFA) would be UCSC's second school. The health and safety practices and procedures developed at YPSA during the past seven years will be adopted and used at the new school. As at YPSA, the health and safety of students, staff, and visitors are of prime importance. We understand the concern of parents whose number one goal is to have their children safe at school and come home safe each day.

Beginning with HFA's first year of operation in 2018-19, both charter schools operated by UCSC will purchase SCUSD's Safe School Coordination services.

Our full-time nurse will be the school's safety coordinator and will chair the school's safety committee. The committee will be composed of staff, including the principal, and parent/community members. The committee will reach out and make use of local resources including local police, fire department personnel, and the district safety team.

The committee's first task is to develop a safety plan specifically for HFA. Until that plan is developed, the safety plan developed for YPSA will be used. The new HFA plan will be completed before the end of the first year of operation and address both external and internal threats.

2. Protecting Scholars and Staff from External Health and Safety Issues

The UCSC has adopted and implemented a comprehensive set of health, safety, and risk management policies. The policies have been developed in consultation with the school's insurance carriers. The approved UCSC health and safety policies appear in the YPSA School Health Safety Plan and in the UCSC Employee Handbook. Both are in Appendix C. They include the following:

1. A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
2. A requirement that all enrolling scholars and staff provide records documenting immunizations to the extent required for enrollment in a non-charter public school.
3. Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes.
4. Training for staff and scholars relating to preventing contact with blood-borne pathogens.
5. Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.
6. The charter school's facilities will comply with the state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other fire, health, and structural safety requirements. In addition, the charter school will 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 will also conduct fire drills as required under Education Code Section 32001 (i.e., four times a year for intermediate students and twice a year for secondary students).
7. A policy establishing that the school functions as a drug-free, alcohol-free, and tobacco-free workplace.
8. Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164 - i.e., mandated reporter.
9. Examination of faculty and staff for tuberculosis (TB). Recent law requires an assessment of exposure to tuberculosis and testing of it should exposure exist. All employees of UCSC will keep their TB records updated every four years as a condition for continued employment, as stated in the employee handbook.
10. Screening of pupil vision and hearing upon first enrollment and every third year thereafter. During the planning year, the policies will be updated to include vision and hearing screening for 8th graders. They will also be updated to cover screening for scoliosis at 7th grade for girls and 8th grade for boys.

The UCSC has adopted the SCUSD policy and regulation regarding the use of volunteers (SCUSD Board Policy and Administrative Regulation 1240).

The UCSC-adopted policies to be used at HFA are consistent with:

1. Brown Act
2. Public Records Act
3. State conflict of interest laws
4. Child Abuse and Neglect Reporting Act
5. Individuals with Disabilities Education Rights Act (IDEA)
6. Americans with Disabilities Acts
7. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act
8. California Fair Employment and Housing Act (FEHA)
9. Age Discrimination in Employment Act (ADEA)
10. Section 504 of the Rehabilitation Act of 1973
11. Education Code sections 220 *et seq.* (no person shall be subject to discrimination)
12. Uniform Complaint procedure
13. Family Educational Rights and Privacy Act (FERPA)
14. Every Student Succeeds Act of 2015, which is the most recent reauthorization of the Elementary and Secondary Schools Act of 1965

Annually, and as new staff are hired, UCSC/HFA will provide training on:

1. Sexual harassment prevention, as required by Government Code section 12950.1
2. The mandated reporter requirements under the Child Abuse and Neglect Reporting Act
3. Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq.*
4. The Uniform Complaint procedure
5. Other school policies
6. Lifelong Guidelines, HEART Skills, Six Tenets of TKD, and other school discipline procedures.

3. Protecting Scholars and Staff from Internal Health and Safety Threats

The current YPSA Health and Safety Plan and the plan that will be customized for HFA reflect UCSC's commitment to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation.

With that commitment in mind, UCSC has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment (including employee-to-employee, employee-to-scholar, and scholar-to-employee misconduct). Misconduct of this

nature is very serious and will be addressed in accordance with the UCSC's anti-discrimination and harassment policies. These policies are in the UCSC Employee Handbook found in Appendix C.

It is the policy of the UCSC and thus HFA's practice to maintain an educational environment in which bullying and cyber bullying, in any form, are not tolerated. Specifically:

1. All forms of bullying and cyber bullying are prohibited. Anyone who engages in bullying or cyber bullying in violation of this policy shall be subject to appropriate discipline.
2. Scholars who have been bullied or cyber bullied shall promptly report such incidents to any staff member.
3. Complaints of bullying or cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.
4. The school shall inform scholars that bullying and cyber bullying of scholars will not be tolerated.
5. The policies on bullying will be included in the school's Scholar Handbook and in the UCSC Employee Handbook.

Potential internal threats that could arise at school from scholars and adults can be reduced proactively by creating a school environment in which everyone feels safe, valued, respected, and feels they are doing something worthwhile. Our policies and our educational program are designed to contribute to a positive academic and social-emotional atmosphere. This is done, in part, by emphasizing the importance of academic work, respect for others, and good conduct. For more information about the educational program, see Element 1 of this petition.

Element 7: Means for Achieving Racial and Ethnic Balance

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

The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction. – SCUSD administrative guidelines.

1. Overview of Racial and Ethnic Demographics in SCUSD

In 2016-17, a total of 46,815 K-12 students attended either a traditional district school or a charter school authorized by the district in 2016-17. The ethnic composition was 39.49% Hispanic or Latino, 17.42% White, 16.58% Asian, 16.13% African American, and 10.4% from other groups. This information, shown in Table 60, was retrieved on May 23, 2017 from DataQuest, the state Department of Education's online database.

Table 60. Ethnic composition of SCUSD students in 2016-17

Ethnic Group	# Students	% of Total
Hispanic or Latino	18,486	39.49%
White (not Hispanic)	8,157	17.42%
Asian	7,760	16.58%
African American	7,552	16.13%
Two or More Races	3,013	6.44%
Pacific Islander	933	1.99%
Filipino	628	1.34%
American Indian/Native Alaskan	275	.59%
Not Reported	11	.02%
Total enrollment	46,815	100%

The ethnic composition in SCUSD's 6th, 7th, and 8th grades, shown in Table 61, is similar to the district-wide composition. Again, Hispanic or Latino is the largest group, almost twice the size of any one of the next three groups.

Table 61. Ethnic composition in SCUSD by 6th, 7th, and 8th grades 2016-17

Ethnic Group	6 th Grade	% in 6 th	7 th Grade	% in 7 th	8 th Grade	% in 8 th
Hispanic or Latino	1,534	40.34%	1,355	38.07%	1,382	39.36%
White (not Hispanic)	679	17.85%	678	19.05%	641	18.26%
Asian	612	16.09%	611	17.17%	582	16.58%
African American	609	16.01%	587	16.49%	590	16.80%
Two or More Races	214	5.63%	191	5.37%	157	4.47%
Pacific Islander	92	2.42%	64	1.80%	71	2.02%
Filipino	41	1.08%	49	1.38%	58	1.65%
Amer. Indian/Native Alaska	22	0.58%	24	0.67%	30	1.85%
Total enrollment	3,803	100.00%	3,559	100.00%	3,511	100.00%

Of the seven SCUSD middle schools with a traditional 7th and 8th grade composition shown in Table 62, Sam Brannan comes closest to reflecting the ethnic diversity of the district.

Table 62. Ethnic composition at SCUSD middle schools 2016-17

School	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Albert Einstein (7-8)	32.03%	7.66%	17.97%	30.08%	718
Sam Brannan (7-8)	41.07%	15.40%	21.56%	11.70%	487
Fern Bacon (7-8)	53.89%	20.03%	17.00%	2.64%	759
California (7-8)	37.75%	13.25%	12.47%	27.81%	906
Sutter (7-8)	31.68%	16.41%	5.53%	34.16%	524
Will C. Wood (7-8)	46.36%	33.64%	8.68%	4.34%	645
Oak Park Prep Charter (7-8)	28.99%	3.62%	55.80%	0.72%	138

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

2. Recruitment Plan

Hidden Figures Academy (HFA) and the Urban Charter Schools Collective (UCSC) will implement a recruitment plan that includes, but is not limited to, the following strategies in an attempt to create a racial and ethnic balance reflective of SCUSD demographics.

1. In October of each year, begin a broad district-wide media campaign describing the uniqueness of HFA. The campaign would make use of traditional media and social media. The purpose of the campaign is awareness of the HFA brand. Activities include:
 - a. Colorful information flyers distributed to elementary schools with 6th graders. Include links to YouTube and Facebook in the flyers.
 - b. Promotional flyers and signs at local non-profits, including churches, Boys and Girls Club, YMCA, and sports clubs.
 - c. Signage at the district's Enrollment Center on 47th Avenue describing HFA. Work early to get an optimal location for the school's sign.
 - d. Television and radio interviews or news stories featuring an event at HFA – e.g., *“new middle school in town with different approach.”* Make use of English language stations and foreign language stations (e.g., Spanish and Hmong).
 - e. Publicize endorsements from parents and local celebrities such as basketball players, media personalities, politicians, and church leaders.
 - f. Create a YouTube channel and load with content about HFA including interviews with parents, endorsements from celebrities, and demonstrations of the curriculum.
 - g. Use Facebook and other social media outlets in a similar manner.

2. In November and December, conduct a more focused campaign in the neighborhoods of district elementary schools with a large percentage of students from ethnic groups that are underrepresented at HFA. For example, if HFA has a lower percentage of Hispanic or Latino students than found in SCUSD, we will identify the neighborhoods by using DataQuest to create tables similar to Tables 64-68. These tables appear at the end of this element.

Activities during this phase of the recruitment campaign include:

- a. Setting up information tables in front of neighborhood stores with high traffic volume. For example, grocery stores, Home Depot, Target, Wal-Mart, and In N Out. Permission from each store's management will be required.
- b. Informational flyers posted in the neighborhood's branch library.
- c. Informational flyers posted on the bulletin boards in neighborhood stores such as Starbucks and Cal Fit.

Hypothetically, if all the 5th and 6th grade students at YPSA matriculated to HFA in 2018-19, the Asian subgroup would be the largest. This is reflected in Table 63. The recruitment focus would then be in geographical areas of the district where a large number of Hispanic, African American, and White students attend school.

Table 63. Ethnic composition of scholars at YPSA 2016-17

Grade	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Kinder	22% 14/63	60.32% 38/63	6.35% 4/63	3.17% 2/63	63
1 st	18.18% 12/66	65.15% 43/66	9.09% 6/66	3.03% 2/66	66
2 nd	12.12% 8/66	75.76% 50/66	9.09% 6/88	0.00% 0/66	66
3 rd and 5 th in 2018-19	15.15% 10/66	56.06% 37/66	13.64% 9/66	7.58% 5/66	66
4 th and 6 th in 2018-19	16.90% 12/71	52.11% 37/71	5.63% 4/71	1.41% 2/71	71
5 th and 7 th in 2018-19	21.74% 15/69	57.97% 40/69	11.59% 8/69	4.35% 3/69	69
6 th in 16-17 and 8 th in 2018-19	15.25% 9/59	72.88% 43/59	6.78% 4/59	1.69% 1/59	59

*Percentage in light green shade indicates the rate is greater than the SCUSD average for that ethnic group. Source: DataQuest

3. Between November 1 and March 31, contact the principals at district elementary schools where 6th grade is the last grade and where there is a high concentration of students from ethnic groups that are underrepresented at HFA. The schools will be identified using Tables 64-68 shown below. We will make arrangements to visit the 5th and 6th grade classes to share information about HFA. The team visiting these schools may include HFA scholars.

We will return to the schools showing the most interest and present at a PTA meeting or other meetings with parents. Parents will have an opportunity to complete a Letter of Interest. It will include a statement that completing and submitting a Letter of Interest does not guarantee enrollment nor does it obligate the parent to enroll their student. At the meetings, we will describe the enrollment process including a possible lottery if there is more interest than available space.

4. Between October 1 and March 31, collect Letters of Interest from interested parents and students.
5. If there is more interest than available space in any grade on March 31, a lottery will be conducted on the second Friday in April to determine who will be enrolled at HFA for the upcoming school year. Letters of Interest submitted between October 1 and March 31 will be included in the lottery. More information about the lottery is provided in Element 8, the next section of this document.
6. In April after the lottery, the principal will gather those involved in the recruitment process to review the effectiveness of the just completed recruitment season and identify improvements to be used the next year. The principal will submit recommendations in a brief written report to the superintendent and the UCSC Board.

In addition to the recruitment plan described above, HFA and UCSC will also do the following:

1. Recruit among parents whose children now attend Elk Grove Schools. In developing this petition, we reached out to parents of former YPSA students who reside in Elk Grove and have children attending middle school there. They were very interested in having their younger children attend HFA and invited us to meet with their neighbors and friends who are also interested in other middle school choices in the region.
2. Participate in enrollment fairs sponsored by SCUSD.
3. For year-round use, develop promotional and informational materials that appeal to all the various racial and ethnic groups represented in SCUSD.
4. For year-round use, create promotional and informational materials in languages other than English to appeal to limited English proficient populations. Currently, the three largest language minority groups speak Spanish, Hmong, and Chinese.
5. Establish a UCSC Board committee with the responsibility of marketing its schools, including HFA.

Table 64. Ethnic composition of SCUSD elementary schools that end with 6th grade in 2016-17
sorted by school name

School (UPP 2016-17) SCUSD UPP = 70.66%	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Baker	61.10%	12.64%	11.38%	3.09%	712
Bancroft	30.13%	3.35%	10.04%	42.89%	478
Bidwell	50.00%	11.86%	26.84%	3.67%	354
Bowling Green (85.07%)	67.35%	12.01%	14.56%	2.43%	824
Burnett	56.53%	22.85%	7.73%	5.84%	582
Cabrillo	47.85%	4.03%	24.46%	10.22%	372
Camellia	22.76%	57.11%	6.78%	2.84%	457
Caroline Wenzel	38.34%	10.22%	25.56%	14.38%	313
Chavez	56.40%	15.76%	18.72%	2.22%	406
Cohen	40.63%	5.86%	26.95%	13.28%	256
Crocker Riverside	20.33%	5.08%	2.39%	54.41%	669
Elder Creek	33.12%	51.83%	5.50%	2.88%	764
Erlewine	35.71%	1.55%	12.42%	34.16%	322
Floyd	23.41%	3.76%	48.55%	0.58%	346
Golden Empire	42.76%	7.50%	8.69%	25.38%	587
Harkness	38.81%	16.17%	22.37%	4.85%	371
Harte	49.65%	6.60%	21.53%	9.72%	288
Hollywood Park	64.87%	5.10%	10.48%	11.33%	353
Judah	30.76%	3.06%	5.04%	50.18%	556
Lincoln	44.80%	5.31%	13.59%	23.78%	471
Lubin	32.43%	5.23%	10.09%	40.00%	555
Marshall	30.73%	8.27%	13.95%	33.33%	423
Matsuyama	28.55%	20.50%	14.35%	15.62%	634
New J Bonnheim (93.97%)	64.14%	6.55%	13.79%	9.66%	290
Nicholas	51.15%	24.27%	13.74%	3.05%	655
Oak Ridge	58.28%	14.53%	14.19%	3.21%	592
Pacific	55.87%	22.07%	9.92%	5.03%	716
Parkway	32.50%	20.67%	28.83%	4.00%	600
Phillips	75.72%	6.50%	7.84%	4.97%	523
Pony Express	34.43%	19.49%	13.92%	13.42%	395
Sequoia	33.76%	8.12%	13.25%	28.21%	468
Sloat	48.61%	17.93%	19.92%	4.78%	251
Susan B Anthony	17.92%	67.30%	6.92%	2.20%	318
Sutterville	31.68%	16.41%	5.53%	34.16%	524
Tahoe	48.48%	4.71%	18.01%	14.96%	361
Twain	58.93%	7.74%	10.71%	14.88%	336
Warren	67.94%	17.83%	3.82%	5.73%	471
Wm Land	21.70%	48.38%	5.74%	16.96%	401
Woodbine	43.25%	24.22%	16.61%	3.81%	289
YPSA (81.29%)	17.40%	65.90%	8.90%	3.30%	460

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

Source: DataQuest

Table 65. Ethnic composition of SCUSD elementary schools that end with 6th grade in 2016-17
sorted by Hispanic or Latino

School (UPP 2016-17) SCUSD UPP = 70.66%	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Phillips	75.72%	6.50%	7.84%	4.97%	523
Warren	67.94%	17.83%	3.82%	5.73%	471
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Pacific	55.87%	22.07%	9.92%	5.03%	716
Nicholas	51.15%	24.27%	13.74%	3.05%	655
Bidwell	50.00%	11.86%	26.84%	3.67%	354
Harte	49.65%	6.60%	21.53%	9.72%	288
Sloat	48.61%	17.93%	19.92%	4.78%	251
Tahoe	48.48%	4.71%	18.01%	14.96%	361
Cabrillo	47.85%	4.03%	24.46%	10.22%	372
Lincoln	44.80%	5.31%	13.59%	23.78%	471
Woodbine	43.25%	24.22%	16.61%	3.81%	289
Golden Empire	42.76%	7.50%	8.69%	25.38%	587
Cohen	40.63%	5.86%	26.95%	13.28%	256
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Crocker Riverside	20.33%	5.08%	2.39%	54.41%	669
Susan B Anthony	17.92%	67.30%	6.92%	2.20%	318
YPSA (81.29%)	17.40%	65.90%	8.90%	3.30%	460

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

Source: DataQuest

Table 66. Ethnic composition of SCUSD elementary schools that end with 6th grade in 2016-17
sorted by Asian

School (UPP 2016-17) SCUSD UPP = 70.66%	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Susan B Anthony	17.92%	67.30%	6.92%	2.20%	318
YPSA (81.29%)	17.40%	65.90%	8.90%	3.30%	460
Camellia	22.76%	57.11%	6.78%	2.84%	457
Elder Creek	33.12%	51.83%	5.50%	2.88%	764
Wm Land	21.70%	48.38%	5.74%	16.96%	401
Nicholas	51.15%	24.27%	13.74%	3.05%	655
Woodbine	43.25%	24.22%	16.61%	3.81%	289
Burnett	56.53%	22.85%	7.73%	5.84%	582
Pacific	55.87%	22.07%	9.92%	5.03%	716
Parkway	32.50%	20.67%	28.83%	4.00%	600
Matsuyama	28.55%	20.50%	14.35%	15.62%	634
Pony Express	34.43%	19.49%	13.92%	13.42%	395
Sloat	48.61%	17.93%	19.92%	4.78%	251
Warren	67.94%	17.83%	3.82%	5.73%	471
Sutterville	31.68%	16.41%	5.53%	34.16%	524
Harkness	38.81%	16.17%	22.37%	4.85%	371
Chavez	56.40%	15.76%	18.72%	2.22%	406
Oak Ridge	58.28%	14.53%	14.19%	3.21%	592
Baker	61.10%	12.64%	11.38%	3.09%	712
Bowling Green (85.07%)	67.35%	12.01%	14.56%	2.43%	824
Bidwell	50.00%	11.86%	26.84%	3.67%	354
Caroline Wenzel	38.34%	10.22%	25.56%	14.38%	313
Marshall	30.73%	8.27%	13.95%	33.33%	423
Sequoia	33.76%	8.12%	13.25%	28.21%	468
Twain	58.93%	7.74%	10.71%	14.88%	336
Golden Empire	42.76%	7.50%	8.69%	25.38%	587
Harte	49.65%	6.60%	21.53%	9.72%	288
New J Bonnheim (93.97%)	64.14%	6.55%	13.79%	9.66%	290
Phillips	75.72%	6.50%	7.84%	4.97%	523
Cohen	40.63%	5.86%	26.95%	13.28%	256
Lincoln	44.80%	5.31%	13.59%	23.78%	471
Lubin	32.43%	5.23%	10.09%	40.00%	555
Hollywood Park	64.87%	5.10%	10.48%	11.33%	353
Crocker Riverside	20.33%	5.08%	2.39%	54.41%	669
Tahoe	48.48%	4.71%	18.01%	14.96%	361
Cabrillo	47.85%	4.03%	24.46%	10.22%	372
Floyd	23.41%	3.76%	48.55%	0.58%	346
Bancroft	30.13%	3.35%	10.04%	42.89%	478
Judah	30.76%	3.06%	5.04%	50.18%	556
Erlewine	35.71%	1.55%	12.42%	34.16%	322

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

Source: DataQuest

Table 67. Ethnic composition of SCUSD elementary schools that end with 6th grade in 2016-17
sorted by African American

School (UPP 2016-17) SCUSD UPP = 70.66%	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Floyd	23.41%	3.76%	48.55%	0.58%	346
Parkway	32.50%	20.67%	28.83%	4.00%	600
Cohen	40.63%	5.86%	26.95%	13.28%	256
Bidwell	50.00%	11.86%	26.84%	3.67%	354
Caroline Wenzel	38.34%	10.22%	25.56%	14.38%	313
Cabrillo	47.85%	4.03%	24.46%	10.22%	372
Harkness	38.81%	16.17%	22.37%	4.85%	371
Harte	49.65%	6.60%	21.53%	9.72%	288
Sloat	48.61%	17.93%	19.92%	4.78%	251
Chavez	56.40%	15.76%	18.72%	2.22%	406
Tahoe	48.48%	4.71%	18.01%	14.96%	361
Woodbine	43.25%	24.22%	16.61%	3.81%	289
Bowling Green (85.07%)	67.35%	12.01%	14.56%	2.43%	824
Matsuyama	28.55%	20.50%	14.35%	15.62%	634
Oak Ridge	58.28%	14.53%	14.19%	3.21%	592
Marshall	30.73%	8.27%	13.95%	33.33%	423
Pony Express	34.43%	19.49%	13.92%	13.42%	395
New J Bonnheim (93.97%)	64.14%	6.55%	13.79%	9.66%	290
Nicholas	51.15%	24.27%	13.74%	3.05%	655
Lincoln	44.80%	5.31%	13.59%	23.78%	471
Sequoia	33.76%	8.12%	13.25%	28.21%	468
Erlewine	35.71%	1.55%	12.42%	34.16%	322
Baker	61.10%	12.64%	11.38%	3.09%	712
Twain	58.93%	7.74%	10.71%	14.88%	336
Hollywood Park	64.87%	5.10%	10.48%	11.33%	353
Lubin	32.43%	5.23%	10.09%	40.00%	555
Bancroft	30.13%	3.35%	10.04%	42.89%	478
Pacific	55.87%	22.07%	9.92%	5.03%	716
YPSA (81.29%)	17.40%	65.90%	8.90%	3.30%	460
Golden Empire	42.76%	7.50%	8.69%	25.38%	587
Phillips	75.72%	6.50%	7.84%	4.97%	523
Burnett	56.53%	22.85%	7.73%	5.84%	582
Susan B Anthony	17.92%	67.30%	6.92%	2.20%	318
Camellia	22.76%	57.11%	6.78%	2.84%	457
Wm Land	21.70%	48.38%	5.74%	16.96%	401
Sutterville	31.68%	16.41%	5.53%	34.16%	524
Elder Creek	33.12%	51.83%	5.50%	2.88%	764
Judah	30.76%	3.06%	5.04%	50.18%	556
Warren	67.94%	17.83%	3.82%	5.73%	471
Crocker Riverside	20.33%	5.08%	2.39%	54.41%	669

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

Source: DataQuest

Table 68. Ethnic composition of SCUSD elementary schools that end with 6th grade in 2016-17
sorted by White

School (UPP 2016-17) SCUSD UPP = 70.66%	% Hispanic or Latino 39.49% SCUSD*	% Asian 16.58% SCUSD*	% African American 16.13% SCUSD*	% White 17.42% SCUSD*	Total
Crocker Riverside	20.33%	5.08%	2.39%	54.41%	669
Judah	30.76%	3.06%	5.04%	50.18%	556
Bancroft	30.13%	3.35%	10.04%	42.89%	478
Lubin	32.43%	5.23%	10.09%	40.00%	555
Erlewine	35.71%	1.55%	12.42%	34.16%	322
Sutterville	31.68%	16.41%	5.53%	34.16%	524
Marshall	30.73%	8.27%	13.95%	33.33%	423
Sequoia	33.76%	8.12%	13.25%	28.21%	468
Golden Empire	42.76%	7.50%	8.69%	25.38%	587
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Wm Land	21.70%	48.38%	5.74%	16.96%	401
Matsuyama	28.55%	20.50%	14.35%	15.62%	634
Tahoe	48.48%	4.71%	18.01%	14.96%	361
Twain	58.93%	7.74%	10.71%	14.88%	336
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Pony Express	34.43%	19.49%	13.92%	13.42%	395
Cohen	40.63%	5.86%	26.95%	13.28%	256
Hollywood Park	64.87%	5.10%	10.48%	11.33%	353
Cabrillo	47.85%	4.03%	24.46%	10.22%	372
Harte	49.65%	6.60%	21.53%	9.72%	288
New J Bonnheim (93.97%)	64.14%	6.55%	13.79%	9.66%	290
Burnett	56.53%	22.85%	7.73%	5.84%	582
Warren	67.94%	17.83%	3.82%	5.73%	471
Pacific	55.87%	22.07%	9.92%	5.03%	716
Phillips	75.72%	6.50%	7.84%	4.97%	523
Harkness	38.81%	16.17%	22.37%	4.85%	371
Sloat	48.61%	17.93%	19.92%	4.78%	251
Parkway	32.50%	20.67%	28.83%	4.00%	600
Woodbine	43.25%	24.22%	16.61%	3.81%	289
Bidwell	50.00%	11.86%	26.84%	3.67%	354
YPSA (81.29%)	17.40%	65.90%	8.90%	3.30%	460
Oak Ridge	58.28%	14.53%	14.19%	3.21%	592
Baker	61.10%	12.64%	11.38%	3.09%	712
Nicholas	51.15%	24.27%	13.74%	3.05%	655
Elder Creek	33.12%	51.83%	5.50%	2.88%	764
Camellia	22.76%	57.11%	6.78%	2.84%	457
Bowling Green (85.07%)	67.35%	12.01%	14.56%	2.43%	824
Chavez	56.40%	15.76%	18.72%	2.22%	406
Susan B Anthony	17.92%	67.30%	6.92%	2.20%	318
Floyd	23.41%	3.76%	48.55%	0.58%	346

*Percentage in light green shade indicates the rate is greater than district average for that ethnic group.

Source: DataQuest

Element 8: Admission Requirements

(H) Admission Requirements, if applicable. - Ed. Code 47605(b)(5)(H)

A charter school petition must state any admission requirements the school will implement. A charter school petition must state that it will admit all students who wish to attend the school. The petition must also include a description of the process to be used when the number of students who wish to attend the school exceeds the school's capacity and any preferences that will be extended to students.

A petition for the establishment of a start-up charter school must include a statement providing that after its first year of operation, preference will be extended to students currently attending the charter school and to students who reside within the district.

A petition for the conversion of a public school to a charter school must include a statement providing that preference will be extended to students who reside within the former attendance area of that public school and that after its first year of operation, preference will also be extended to students currently attending the charter school.

– SCUSD Administrative Guidelines.

Per SCUSD Petition Guide 2017-18, the following items for this Element are in Appendix D:

1. Letter of Interest in each of four languages: English, Spanish, Hmong, and Chinese
2. School Registration Form – a.k.a. Enrollment Form

1. Admission Requirements

Subject to available space, Hidden Figures Academy (HFA) shall admit all pupils residing in the State of California who wish to attend the Charter School subject to the provisions set forth below.

1. HFA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
2. HFA will follow laws related to admission, including *California Education Code Section 47605(b)(5)(H)*. As such, HFA will be nonsectarian in its programs, admission policies and all other operations, and will not charge tuition nor discriminate against any scholar based upon any of the characteristics listed in Education Code Section 220. The listed characteristics are: *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.*
3. No test or assessment shall be administered to students prior to acceptance and enrollment into HFA.

During the first year of operation (2018-19), HFA plans to open with three 6th grade classes and three 7th grade classes for a total of 6 classrooms with a 25:1 student to teacher ratio. The next year, three 8th grade classes will be added. The school will then be at its intended total capacity of 225. Depending on financial considerations, the UCSC Board may increase or decrease the 25:1 student to teacher ratio, may add the 8th grade earlier, may change the number of classes at each grade level, and may increase enrollment.

Table 69. Projected enrollment 2018-19 to 2021-22

	6 th Grade	7 th Grade	8 th Grade	Total
2017-18 - Planning year	0	0	0	0
2018-19 - 1 st year of operation	75	75	0	150
2019-20 - 2 nd year of operation	75	75	75	225
2020-21 - 3 rd year of operation	75	75	75	225
2021-22 - 4 th year of operation	75	75	75	225

2. Application Process

The HFA application process comprises the following steps:

1. During the open enrollment period between October 1 and March 31, parents of new students apply for admission to the next school year by completing a *Letter of Interest*. Four draft copies of the *Letter of Interest* are included in the Appendix D. There is one each in English, Spanish, Hmong, and Chinese. The latter three represent, in order, the largest non-English language groups in SCUSD.
2. The *Letter of Interest* will be distributed during the recruitment events described above in Element 7 and will be available in the HFA office, online at the UCSC website, and at the HFA website.
3. A current utility bill will be used to verify residence and eligibility for preferences in the lottery, if a lottery is required.
4. For students without a fixed, regular, and adequate nighttime residence, families will complete and sign a Declaration Form in accordance with the McKinney-Vento Homeless Assistance Act in lieu of a utility bill. The school lottery coordinator will use this information to determine the best address to be used in assigning any applicable preferences.
5. After the close of the open enrollment period, *Letters of Interest* shall be counted to determine whether any grade level has received more applications than available space.
6. If there are more applicants than available spaces, a public random drawing will be held to determine who will be enrolled in the impacted grade(s) for the next school year.

3. Public Random Drawing (a.k.a. Lottery)

Date. If there are more applicants than space available, a public random drawing (a.k.a. lottery) will be conducted on the second Friday in April. The lottery process will be similar to the one used at YPSA.

Preferences. Enrollment preferences in the public random drawing shall be as follows:

1. After the first year of operation and beginning with the lottery for the second year (2019-20), conducted in April 2019, students residing within the SCUSD receive two entries. Students residing outside the SCUSD receive one entry. During the course of the charter, the number of entries may be changed by mutual agreement between the SCUSD Board and the UCSC Board.
2. After the first year of operation in 2018-19, students already attending HFA will be automatically enrolled for the next year. They do not participate in the next year's lottery.
3. Children of HFA full-time staff members and children of founders are exempt from the lottery. They will be enrolled before the lottery on a first-come-first-serve basis for vacant spots. The number of students in this category is limited to 10% of the next year's anticipated school enrollment. That would be 15 in 2018-19 and 23 in 2019-20 and beyond. The 10% limit is consistent with the requirements for the federal Public Charter Schools Grant Program (PCSGP). If HFA does not receive a PCSGP grant, there will be no limit. Once the limit is reached, non-enrolled children of staff members and founders will be entered in the lottery. Founders are defined as individuals who contributed at least 20 hours to the substantial initial design and development of HFA before January 1, 2018.
4. Siblings of current students are exempt from the lottery. They will be enrolled before the lottery on a first-come-first-serve basis for vacant spots. If there is not enough space for all siblings, the non-enrolled sibling(s) will be entered in the lottery.

Procedure for determining lottery winners. At the public random drawing, the following procedure or one similar to it that may or may not be computerized will be followed:

1. Start with the lowest grade that is over capacity.
2. Enter all eligible grade-level applicants in the drawing. Beginning in the second year of operation, those residing within the SCUSD are entered two times with two separate Lottery Entry Cards. All others are entered once with one Lottery Entry Card. The Lottery Entry Cards are placed in a container. The information for the Lottery Entry Card is from the Letter of Interest completed by parents and described above in the application process.
3. After thoroughly mixing the cards, the first card is drawn and marked with the number 1.

The second drawn card is marked with number 2 and so forth until the container is empty.

4. The name on the card is placed in position #1 in the enrollment database and on the enrollment board. The second drawn card is placed in position #2, and so forth.
5. Eliminate the highest multiple entry for applicants with more than one entry. For example, Student X resides within the SCUSD and has his/her entries drawn in the following positions: #2 and #20. In this step, the #20 entry is eliminated from the enrollment board but not from the database.
6. Reposition the applicants on the enrollment board.
7. Notify the parents/guardians of applicants for whom there is a seat. If present at the lottery, notify parents/guardians at that time. If not present, call the telephone number on the *Letter of Interest*. Calls will be made the same day and on the day after the lottery. Calls will be made in the order each *Lottery Entry Card* was drawn. If phone contact is not successful, an e-mail and a letter/post card will be sent to the e-mail address and the physical address on the *Letter of Interest*. If there is no reply within one week of sending the e-mail and post card, the student will be taken off the accepted list. The student will not be placed on the waiting list.
8. New students will then be enrolled using the established UCSC enrollment process that begins with completing a registration form. In addition to personal information, the registration form requires parents to complete a Home Language Survey, complete an emergency card, present proof of required immunization, as well as proof of the relationship between the student and the adult completing the registration.
9. After all available seats are filled from the lottery, the remaining names will be placed on a waiting list in the order the applicant's *Lottery Entry Card* was drawn. In the event an accepted student does not show up the first day of school or if a student has a change of mind and chooses not to enroll at HFA, then the first opening will be offered to the next eligible student on the waiting list.
10. A student not showing up the first day of class will be dropped and his/her seat will be offered to the next eligible person on the wait list, unless the absence is due to an extenuating circumstance or a medical reason that can be verified by a physician.
11. During the school year, if a spot becomes available, the HFA office manager, after conferring with the principal, will call the parents/guardians of the next sibling on the waiting list who is eligible to fill the vacant spot and offer to enroll him/her. If unable to reach the parents/guardians, an e-mail and a letter/postcard will be sent to the addresses on file. The parent/guardians have one week of the mailing date to accept or decline.
12. If the spot is still unfilled, the HFA office manager, after conferring with the principal, will call the parents/guardians of the next eligible student on the waiting list and offer to

enroll him/her. If unable to reach the parents/guardians, an e-mail and a letter/postcard will be sent to the addresses on file. The parents/guardians have one week of the mailing date to accept or decline.

13. The waiting list will expire on the last day of the current school year.

4. Walk-in Enrollment

During the school year, if there is space available and if there is not an eligible student on the waiting list for the vacant spot(s), new walk-in students will be enrolled at the HFA office and start class the next school day.

Element 9: Annual Audit of Financial and Programmatic Operations

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

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted. The financial audits shall be conducted using generally accepted accounting principles. The petition must describe the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. – SCUSD Administrative Guidelines.

Per SCUSD Petition Guide 2017-18, the following items for this Element are in Appendix A:

1. The planning year, 2017-18
2. Multi-year financial projections, 2017-18 to 2021-22
3. Projected budget for first year of operation, 2018-19
4. Cash flow projection for first year of operation, 2018-19
5. Detailed projected annual budgets for each of the five years of the charter showing line-by-line revenue sources and line-by-line expenditures by object code
6. Projected cash flow analysis for each of the five years
7. LCFF calculations for each of the four operational years, 2018-19 to 2021-22

1. Financial Audit

The Urban Charter Schools Collective (UCSC) is a nonprofit tax-exempt corporation that will operate both Yav Pem Suab Charter School (YPSA) and the proposed Hidden Figures Academy (HFA). The UCSC Board of Directors will continue to use Gilbert Associates, a state authorized auditing firm, to conduct the annual audit. Gilbert Associates has over 30 years of experience in the field of educational finance. UCSC reserves the right to choose another state-approved auditor as needed. UCSC's Chief Financial Officer will serve as liaison with the auditor.

As during the past seven years, the audit conducted by Gilbert Associates will be conducted in accordance with generally accepted accounting principles. The nonprofit, UCSC, will be the subject of the audit. The audit will provide enough information to differentiate between the financial health of the two schools and UCSC as a whole.

The audit shall include, but not be limited to, (1) an audit of the accuracy of UCSC/HFA's financial statements, (2) an audit of UCSC/HFA's attendance accounting and revenue claims practices, and (3) an audit of UCSC/HFA's internal controls practices. If UCSC/HFA receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

The annual audit will be completed by November 15 each year and by December 15, a copy will

be submitted to the Chief Financial Officer of the SCUSD, the State Controller, the County Superintendent of Schools and the California Department of Education. The UCSC Board of Directors will review any audit exceptions or deficiencies and make recommendations on how to resolve them within 30 days. The board will report to the charter-granting agency (i.e., SCUSD) regarding how the exceptions and deficiencies have been or will be resolved.

Education Code Section 47605 (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (1) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law. Link: eaap.ca.gov

2. Programmatic Audit

UCSC will comply with SCUSD evaluation criteria, timelines, and process of the district's annual performance report. Both entities will jointly develop an annual site visitation process and protocol to enable the district to gather information needed to confirm HFA's performance and compliance with the terms of this charter.

In addition, the UCSC Board will hire an external evaluator to conduct formative and summative evaluations of the HFA program. The formative evaluations will examine the progress and fidelity in implementing the program described in this petition. The summative evaluation will determine how well the proposed school reached its goals described earlier in this petition. The results will be shared with the school staff, parents, and any interested parties, including SCUSD. The HFA principal and staff will work with the UCSC Board to develop corrective action plans for discrepancies noted by the external evaluator.

Element 10: Suspension and Expulsion Procedures

(J) The procedures by which pupils can be suspended or expelled. - Ed. Code 47605(b)(5)(J)

The procedures by which students can be suspended or expelled. – SCUSD administrative guidelines.

Per SCUSD Petition Guide 2017-18, the following item for this Element is in Appendix B:

1. YPSA Scholar Handbook with UCSC Discipline Policies that will be used at HFA

1. Overview

Hidden Figures Academy's (HFA) goal is zero suspension and zero expulsions. Based on data available in June 2017 from the California Department of Education (CDE) and the Sacramento City Unified School District (SCUSD), it appears reasonable that HFA can meet the zero expulsion goal. During 2014-15, there were no expulsions from traditional 7th & 8th grade middle schools in SCUSD.

Zero suspension, however, may be a challenge. During the 2014-15 school year, approximately 416 students were suspended from one of the seven 7th & 8th grade middle schools located in SCUSD as shown in Table 70. The rate of suspension ranged from 4.3% to 19.7% based on each school's cumulative enrollment. More recent data for 2015-16 and 2016-17 were not yet available from either the SCUSD Discipline Dashboard or the CDE website for LCFF State Priorities Snapshots. More recent data from both sites will be available when the full state dashboard is rolled out in the fall of 2017-18. The 2014-15 data provide a glimpse of the potential discipline challenge facing HFA.

Table 70. Suspension rate at SCUSD middle schools with only 7th and 8th grades

Suspension data from SCUSD Discipline Dashboard and from LCFF State Priorities Snapshot 2015-16 Reporting	Suspension rate 2013-14	Suspension rate 2013-14	Suspension rate 2014-15	Cumulative enrollment 2014-15	Unduplicated suspensions 2014-15
Albert Einstein Middle 7-8	13.4%	3.2%	12.6%	760	96.00
California Middle 7-8	10.3%	9.3%	10.0%	820	82.00
Fern Bacon Middle 7-8	11.2%	1.2%	8.1%	774	63.00
Sam Brannan 7-8	11.7%	6.6%	4.5%	663	30.00
Sutter Middle 7-8	5.1%	2.1%	4.3%	1,208	52.00
Will C Wood Middle 7-8	15.0%	8.8%	8.8%	736	65.00
Oak Park Preparatory Academy Charter	24.6%	22.9%	19.7%	142	28.00
Total			8.2%	5,103	416.00

2. Things We Will Do to Work Towards Zero Suspensions

Hidden Figures Academy will work hard to achieve zero suspensions or close to zero. It is difficult but not impossible. SCUSD schools with 7th and 8th grade students have done it or come very close. Didion, a K-8 school with a cumulative enrollment of 668, for example, had zero suspensions in 2014-15. The same year, The Language Academy, a K-8 charter with a cumulative enrollment of 521, had one suspension. The former is in an affluent middle class neighborhood. The latter is located near Stockton Boulevard and Broadway with an Unduplicated Pupil Percentage (UPP) of 76.56%.

Our efforts to create zero to near-zero suspensions include the following strategies:

A. Create a sense of belonging, safety, and hope. The educational program described in Element 1 is designed to promote social-emotional adolescent growth. The program also uses adolescent-brain-compatible strategies (ABCs) to engage scholars combined with how the program controls time and space, resulting in a sense of belonging, safety, and hope. HFA becomes a school where: 1) staff members and scholars create a school-wide culture that is firm, fair, and consistent; 2) scholars engage with meaningful and interesting curriculum; 3) staff members help each and every scholar master the curriculum; 4) staff members know each scholar by name and need; 5) staff and scholars collectively develop a strong sense of right and wrong; 6) scholars learn how to solve problems and channel anger; 7) scholars learn how to understand and manage one's emotions; and 8) staff members guide scholars to understand who they are today and who they can become tomorrow.

B. Understand the root cause of the misbehavior. Each suspension reflects failure of some part of HFA's program. After each occurrence of suspension, an after action review team will be convened to determine what led to the suspension and what needs to be done to prevent a future occurrence on the part of: 1) the institutional/school procedures, 2) the staff, and 3) the student. The team will include the principal, a teacher, the school nurse, and the UCSC superintendent.

Suspensions will be reported monthly to the UCSC Board. Both the board and the school principal will review the suspension data for trends. The data collected on a suspended student will include: gender, ethnicity, grade and the act that resulted in suspension.

C. Using alternatives to suspension. Whenever possible, HFA will seek alternatives to suspension including those described later in this part of the charter petition – e.g., community service on school grounds.

D. Training to help get all staff on the same page. At the beginning of each school year and as new staff join the school, the principal will review and lead a discussion on: 1) how HFA builds a positive school climate, 2) the school's discipline policy, 3) procedures for suspension and expulsion, 4) the school's safety program, and 5) the school-wide effort to reduce suspension to zero or near zero.

3. Ensuring Fairness and Due Process

UCSC has adopted and maintains a comprehensive set of student discipline policies and procedures for its first school, YPSA. They were last reviewed and updated in 2015 and are part of the YPSA Scholar Handbook that appears in Appendix B. During the 2017-18 planning year, the policies will be reviewed and updated to ensure that the policies adequately cover HFA and reflect any recent changes in Ed. Code. Thereafter, they will be updated annually to included changes in Ed. Code.

Both the current policies and procedures are based on Ed. Code Sections 48900 – 48927, which define the rules and processes for suspension and expulsion of all students as well as specific subgroups such as special needs students, foster youth, and homeless students.

Both updated policies and the procedures related to scholar discipline will be distributed as part of the school's scholar handbook and will clearly describe expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each scholar and his/her parent will be required to verify they have reviewed and understand the policies and procedures.

4. Scholars with Disabilities (e.g., Special Education)

A scholar identified as an individual with disabilities or for whom the school 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 is subject to the same grounds for disciplinary action, including 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.

HFA will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

Suspending for more than 10 consecutive days or expelling a student with a disability (IDEA or Section 504 qualified) is a change of placement. If such action is being considered and before action is taken, a Manifestation Determination IEP meeting shall be convened to determine if the scholar's misconduct is directly caused by his/her disability and/or whether the IEP was being properly implemented. If the IEP team determines that the disability had no direct causal effect on the misconduct and that the IEP was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

5. The Suspension Process

A. Behaviors that may result in suspension. Subsections (a) through (r) of Ed. Code Section 48900 describe 18 behaviors for which a student may be suspended. In addition, Ed. Code Sections 48900.2, 48900.3, 48900.4, and 48900.7 describe additional behaviors for which a student may be suspended. They are all briefly summarized in Figure 16.

A HFA scholar may be suspended if one or more of the aforementioned behaviors is related to a school activity or school attendance occurring at the school or at any other school or a school-sponsored event at any time including, but not limited to, any of the following: i) while on school grounds; ii) while going to or coming from school; iii) during the lunch period, whether on or off the school campus; iv) during, going to, or coming from a school-sponsored activity.

B. Pre-suspension conference. Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar to the Principal. 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. The purpose of the conference is to provide due process and to establish the truth of the matter based on the evidence provided.

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 scholars or school personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to school for the purpose of a conference. This conference shall be held within two 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. The conference shall then be held as soon as the scholar is physically able to return to school for the conference.

No penalties may be imposed on a scholar for failure of his/her parent/guardian to attend a conference with school officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by his/her parent/guardian at the conference.

When a teacher suspends a student from class, the teacher shall immediately report the suspension to the principal and send the student to the principal or the designee for appropriate action. As soon as possible, the teacher shall ask the parent/guardian of the student to attend a parent-teacher conference regarding the suspension. Teachers may also refer a student to the principal for consideration of a suspension.

C. Notice to parent/guardian. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar 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 scholar. In addition, the notice may also state the date and time when the scholar 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.

If a scholar receives an in-house suspension and is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the student's parent or guardian. Whenever a scholar is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian. - Ed Code 48911.1(d)

D. Suspension time limits. A teacher may suspend a student from class for the day of the suspension and the following day for any of the 18 behaviors listed in Ed. Code Section 48900 and shown in Figure 16 as items (a) through (r). The scholar shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal. A scholar suspended from a class shall not be placed in another regular class during the period of suspension. However, if the scholar is assigned to more than one class per day, the teacher suspension applies only to other regular classes scheduled at the same time as the class from which the scholar was suspended. Ed. Code Section 48910(b).

Suspensions issued by the principal or designee, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the principal or principal's 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. The decision to extend a suspension is based on either of the following: 1) the pupil's presence will be disruptive to the educational 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.

The total number of days suspended from school in one school year shall not exceed 20 school days. (Ed. Code Section 48903(a))

Figure 16. Brief description of 22 behaviors that may result in suspension

Ed. Code Section 48900 subsections (a) to (r) are as follows:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in 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, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing.

(r) Engaged in an act of bullying including cyber bullying.

48900.2 Sexual Harassment as defined by Ed. Code Section 212.5

48900.3 Caused, attempted to cause, threatened to cause or participate in an act of hate violence.

48900.4 Creating a hostile educational environment. Intentionally engage in severe or pervasive harassment, threats, or intimidation.

48900.7 Terroristic threats against school officials or school property.

E. Alternatives to suspension to correct misbehavior. Ed. Code 48900.5 states that suspension, both in-school and out-of-school *suspension shall be imposed when all other means of correction fail to bring about proper conduct. Other means of correction include, but are not limited to, the following:*

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.*
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.*
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.*
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).*
- (5) Enrollment in a program for teaching prosocial behavior or anger management.*
- (6) Participation in a restorative justice program.*
- (7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.*
- (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.*

Community service on school grounds or off school grounds after school hours is another alternative to suspension. Off-campus community service requires parent permission. Neither option will be used if a suspended student is awaiting an expulsion hearing or if a student is suspended for an action that requires expulsion or requires consideration for expulsion as described below under the topic of Expulsion.

F. Notifying law enforcement. Ed. Code requires informing law enforcement within one school day after a suspension or expulsion if a student is suspended for the following behaviors found in Figure 16:

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Local law enforcement (i.e., City of Sacramento Police), however, shall be notified before a student is suspended or expelled if a student commits an assault upon another with a deadly weapon or commits an assault with such force as to cause great bodily injury as described in Penal Code Section 245.

In addition, per Ed. Code 48902(c), the principal or his/her designee are required to notify the Sacramento City Police and SCUSD Security if the following behaviors are committed on school grounds by either a student or a non student:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possession of an explosive.

Ed. Code 48902(e) The principal of a school or the principal's designee reporting a criminal act committed by a schoolage individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in Section 1415(k)(6) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

6. Expulsion

Based on the history of expulsion from SCUSD in recent years, it is unlikely that a scholar will be expelled from HFA. To be prepared, though, the details of the expulsion process are presented here to underscore the seriousness of excluding an individual from his/her right to a free public education. Most of the details are from UCSC's discipline policies.

A. Authority to expel. A scholar may be expelled either by the UCSC Board either following a hearing before it or upon the recommendation of an Administrative Panel to be assigned by the UCSC Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the UCSC governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.

There are five suspendable behaviors found in Figure 16 that must automatically be considered for expulsion. Ed. Code Section 48915(a)(1) requires the principal or the superintendent to recommend expulsion for the following five acts, unless under the circumstances an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance.
- Robbery or extortion.
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

There are five suspendable behaviors also found in Figure 16 that must result in expulsion. Ed. Code Section 48915(c) requires the principal or superintendent to immediately suspend and then recommend expulsion to the UCSC Board after determining that a student did any one of the following:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possession of an explosive.

If the UCSC Board finds that a student committed one of these just-mentioned five acts, *the governing board of a school district shall order a pupil expelled*. Ed. Code Section 48915(d)

In addition, per Ed. Code 48902(c), the principal or his/her designee are required to notify the Sacramento City Police and SCUSD Security if these just-mentioned behaviors are committed by either a student or a non-student.

Of all the suspendable items found in Figure 16, only one cannot be the grounds for expulsion. It is shown as item (k) and refers to disrupting school activities and willful disobedience.

All other suspendable behaviors found in Figure 16 that have not been mentioned thus far are grounds for suspension if either of the following apply:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the misbehavior, the presence of the student causes a continuing danger to the physical safety of the student or others.

B. Expulsion hearing. Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the pupil has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the UCSC Board 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 three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar'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 school's disciplinary rules, that relate to the alleged violation;
4. Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment;
5. The opportunity for the scholar or the scholar'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 scholar's behalf including witnesses.

C. Special procedures for expulsion hearings involving sexual assault or battery. The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the school, panel chair, or the hearing officer in the expulsion. 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 school must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complainant.

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. To a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the school must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. 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's 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.

D. 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.

E. 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 scholar 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 UCSC Board, Administrative Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

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

- Notice of the specific offense committed by the scholar
- Notice of the scholar or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the school.

The Principal or designee shall send a copy of the written notice of the decision to expel to SCUSD. This notice shall include the following:

- The scholar's name
- The specific expellable offense committed by the scholar

The Board's decision to expel shall be final.

G. Rehabilitation plans. Scholars who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

H. Readmission. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the UCSC Board following a meeting with the principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal shall make a recommendation to the UCSC Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the school's capacity at the time the scholar seeks readmission.

I. Alternative education. Expelled students shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

7. Disciplinary Records

UCSC will notify SCUSD of any expulsions and will include suspension and expulsion data in the annual performance report for HFA. In addition, HFA shall maintain records of all scholar suspensions and expulsions at the school. Such records shall be made available to SCUSD upon request.

Element 11: Retirement Coverage

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. - Ed. Code 47605(b) (5) (K)

The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. – SCUSD administrative guidelines.

The Urban Charter Schools Collective (UCSC) will operate Hidden Figures Academy (HFA). The certificated employees working at the school will participate in the State Teachers' Retirement System (STRS). Classified staff working at the school will participate in the federal Social Security program. UCSC does not offer employees coverage under the Public Employees' Retirement System (PERS).

During the hiring process, applicants will be informed of the retirement programs offered by UCSC in a manner consistent with Ed. Code Section 47611 as described below.

Ed. Code Section 47611

(a) If a charter school chooses to make the State Teacher's Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the plan's Defined Benefit Program or Cash Balance Benefit Program, and all provisions of Part 13 (commencing with Section 22000) and Part 14 (commencing with Section 26000) shall apply in the same manner as the provisions apply to other public schools in the school district that granted the charter.

(b) (1) If a charter school offers its employees coverage by the State Teachers' Retirement System or the Public Employees' Retirement System, or both, the charter school shall inform all applicants for positions within that charter school of the retirement system options for employees of the charter school.

(2) The information shall specifically include whether the charter school makes available to employees coverage under the State Teachers' Retirement System, the Public Employees' Retirement System, or both systems, and that accepting employment in the charter school may exclude the applicant from further coverage in the applicant's current retirement system, depending on the retirement options offered by the charter of the charter school.

Element 12: Public School Attendance Alternatives

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Ed. Code 47605(b) (5) (L)

The public school attendance alternatives for students residing within the district who choose not to attend charter schools. – SCUSD administrative guidelines.

Under state law, a student cannot be required to attend a charter school. As such, a student cannot be required to attend Hidden Figures Academy (HFA). HFA is a school of choice open to any eligible student residing in California. Ed Code Section 47605(f) states: *The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.*

Sacramento City Unified School District (SCUSD) students choosing not to attend HFA are bound by the policies and procedures of the district. Students may attend another district school, including the school assigned to their place of residence. Students may also apply through an inter-district transfer to attend a school in another district. This type of transfer is initiated with the other district.

Out-of-district students have no rights of enrollment at another SCUSD school after attending HFA. They may, however, apply through the inter-district transfer process to attend a SCUSD school.

In addition, students choosing not to attend HFA may enroll at another charter school.

Element 13: Rights of Former District Employees

(M) A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. - Ed. Code 47605(b) (5) (M)

A description of the rights of any district employee upon leaving district employment to work in a charter school, and of any rights of return to the district after employment at a charter school. – SCUSD administrative guidelines.

An employee of the Sacramento City Unified School District (SCUSD) shall not be required to be employed at Hidden Figures Academy (HFA). This is consistent with Ed Code Section 47605(e) which reads: *The governing board of a school district shall not require an employee of the school district to be employed in a charter school.*

A SCUSD employee who leaves the district to become a UCSC employee working at HFA will not be covered by any of the district's collective bargaining agreements.

Moreover, an employee who leaves SCUSD to work at HFA shall not have any rights to return to any position in SCUSD. Any return shall be at the discretion of the district. Such staff shall not earn SCUSD service credit at HFA unless the district provides otherwise.

At his/her own discretion, after employment at HFA/UCSC, an individual may apply for positions in SCUSD following the district's personnel hiring procedures.

Element 14: Dispute Resolution

(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. - Ed. Code 47605(b) (5) (N)

The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions. – SCUSD administrative guidelines.

1. Dispute Resolution Process

Any and all disputes between Sacramento City Unified School District (District) and Hidden Figures Academy Charter School (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

2. Revocation Process

Charter revocation will follow the process described in the Charter Schools Act under Ed Code 47607(c) through 47607(k) and will not be part of the dispute resolution process. The dispute resolution process listed in this section shall not be a pre-requisite to the initiation of charter revocation proceedings under Education Code section 47607.

Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*
 - (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.*
 - (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
 - (4) Violated any provision of law.*
- (d) Before revocation, the authority that granted the charter shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.*

Element 15: Exclusive Public School Employer Declaration

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

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. – SCUSD administrative guidelines.

The Urban Charter Schools Collective (UCSC) shall be deemed the exclusive public school employer of the employees at Hidden Figures Academy for the purposes of the Educational Employment Relations Act (EERA).

Element 16: Procedures for School Closure

(P) A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. - Ed. Code 47605(b) (5) (P)

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. – SCUSD administrative guidelines.

The following item for this Element is in Appendix E:

1. UCSC Board Policy for School Closure

1. Overview

The Urban Charter Schools Collective (UCSC) is the non-profit that will operate the proposed Hidden Figures Academy (HFA). If needed, the UCSC Governing Board will follow its adopted policy for closure. The policy was first adopted in 2011 and amended in 2015. The procedures described below reflect the policy. The policy is included in Appendix E and is based on the California Department of Education's (CDE) Charter School Closure Requirements and Recommendations found at: <http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>

In the event of closure, the UCSC Board will appoint the UCSC superintendent or another individual/entity to be the official “Closer” or closure contact person. The Closer will follow the detailed procedures listed below as well as any new procedures developed by the state.

The charter school's financial reserves, maintained for contingencies and emergencies, will be used to fund closure procedures. Expenses include postage, photocopying, paper, ink, auditing fee, and clerical assistance.

2. Procedure for Closure Notification

The UCSC Governing Board by means of the Closer will send, as quickly as possible, notice of the school's closure to:

1. Parents and guardians of scholars.
2. Sacramento City Unified School District's (SCUSD) official contact person and the district superintendent.
3. The Special Education SELPA in which the charter school participates.
4. The retirement systems in which the school's employees participate.
5. The CDE. Notice must be received by CDE within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD).

The closure notice to the above parties will include the following:

1. The effective date of the closure.
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
3. The students' school district of residence.
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE will also include:

1. A description of the circumstances of the closure.
2. The location of student and personnel records.

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

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information.

The *Closer* will announce the closure to any school district that may be responsible for providing educational services to the former students of the charter school.

Finally, staff, vendors, and other interested parties will receive a notice of closure that is limited to the effective date of the closure, the closer's contact information, and, when appropriate, a brief explanation of why the school is closing.

3. Procedure for Transfer and Maintenance of School and Student Records

1. The *Closer* will create a student database/list with the following fields: First name, last name, current year grade, classes completed, school district responsible for providing the student's educational service.
2. The *Closer* will contact the districts and identify the office and the staff member to whom student records should be transferred.
3. The *Closer* will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.
4. Pupil, financial, attendance and other school records shall be maintained and transferred in accordance with applicable law, e.g., CCR Title 5 section 16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different,

annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions. If the District is unable to store the records, UCSC shall work with the County Office of Education to determine a suitable alternative location for storage.

5. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

4. Procedure for Financial Closeout

1. The UCSC Board will complete an independent final audit within six months of the school closure. The audit will serve as the annual audit and will include:
 - a. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - c. An assessment of the disposition of any restricted funds received by or due to the charter school.
2. The charter school will complete and file any annual reports described in Ed. Code section 47604.33. They will be submitted to SCUSD, the Sacramento County Superintendent of Schools, and CDE. If closing at the end of the school year, a final unaudited actuals report for the full prior year is due on or before September 15.
3. After approval by the UCSC Board, the charter school will submit final expenditure reports for any entitlement grants and file final expenditure reports and final performance reports, as appropriate.

5. Procedure for Disposition of Liabilities and Assets

On closure of the Charter School, all assets of the Charter School, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation.

Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District.

The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any

required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the UCSC Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Chapter VII. Potential Impact on the District

1. Civil Liability, Insurance, and Indemnification

Potential liability effects, if any, upon the school and upon the district. SCUSD Administrative Regulation on Charter Schools III (6)(c).

The Charter Schools Act protects the district from liability. It states that *an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.*

In addition, the charter school and the district shall enter into a memorandum of understanding, wherein the charter school shall indemnify the district for the actions of the charter school. The charter school will also purchase general liability insurance, directors and officers insurance, and accident insurance to secure against financial risks. The district shall be named an additional insured on the general liability insurance of the charter school.

2. Administrative Support, and Other Services from the District; CMO Relationships; Back Office and Other Support Used by the School

The manner in which administrative services of the school are to be provided. SCUSD Administrative Regulation on Charter Schools II (6)(b).

Most administrative services will be provided by UCSC's back office. These include budgeting, purchasing, accounting, state attendance reporting, and state financial reporting. Until the approval of HFA, the back office supported just one school, YPSA. With the experience gained over seven years by supporting a single school, the back office is now prepared to support two schools. HFA will pay its share to support the back office. UCSC, as a charter management organization (CMO), will be operating both HFA and YPSA.

Each year, the proposed charter school will shop for administrative services to supplement the back office operation developed over the past seven years at UCSC. We are always looking for the best service at the best price. Organizations with experience working with charter schools will be considered. Potential partners include, but are not limited to, Charter Schools Management Corporation (CSMC), Utonomy, California Charter Schools Association (CCSA), SCUSD, and the Charter Schools Development Center (CSDC). By July 1 of each year, HFA will finalize an agreement with each organization that will be providing administrative services during the year.

The budget submitted with this petition has several line items for administrative services that may be purchased from SCUSD. They included Safe School Coordination, Assessment Research and Evaluation, and Tech Services. In addition, HFA will purchase utility services such as electricity, water, natural gas, and waste removal through the district.

In May of each year, the charter school will complete the California Department of Education form that requires choosing either direct funding or local funding for the next school year. HFA will be a direct funded charter school.

3. Exclusive Employer Declaration

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. – SCUSD administrative guidelines.

UCSC shall be deemed the exclusive public school employer of the employees at HFA for the purposes of the Educational Employment Relations Act (EERA).

There are no collective bargaining units and agreements at UCSC or HFA.

4. Facilities: Possible Co-Location with New Tech High

The facilities or general area to be utilized by the school. The description of the facilities shall specify where the school intends to locate. SCUSD Administrative Regulations on Charter Schools III (6)(a).

HFA desires to be co-located with New Technology High School Charter (New Tech) at 1400 Dickson Street, Sacramento, CA 95822.

The co-location will contribute to New Tech's survival. Parents of recent New Tech graduates praised the program, but financial difficulties may eventually result in revocation of its charter. During recent years, New Tech has experienced low enrollment, which contributed to decreased revenue. With a middle school sharing the campus, the 8th graders matriculating from HFA represent a potential cohort of up to 75 new 9th graders each year for New Tech.

These students will generate approximately \$700,000.00 in funding from the Local Control Funding Formula. This assumes 95% attendance of the 75 new 9th graders and 70% Unduplicated Pupil Percentage (UPP) for both New Tech and SCUSD. As of P-2 June 2017, New Tech received \$10,228.38 per ADA. The school's ADA was 169.29 and the UPP 70.19%. The district UPP was 70.69%. The students matriculating from HFA would have a higher UPP of 80%, which makes the \$700,000.00 a conservative estimate.

The co-location would be mutually beneficial. Potential middle school parents thought co-locating would be a good fit. Their middle school children could then go from a small middle school focused on iSTEAM to a small high school with a similar focus. Parents felt the prospect of a partnership between HFA and New Tech would be good for their children.

5. Other Considerations

Other considerations not yet discussed in this section and found in the district's *Petition Guide* spreadsheet tab titled: *Impact to District*.

- HFA and UCSC will submit by the due date any documents required by the state, county office of education, and the district, including deadlines found in the district's administrative regulations for charter schools, such as:

- July 1, a preliminary budget for the current year
- December 15, an interim financial report reflecting changes between July 1 & October 31
- March 15, a second interim financial report reflecting changes through January 31
- September 15, a final unaudited report for the preceding fiscal year
- December 15, an annual independent, financial report for the preceding fiscal year
- August 31, SCUSD annual certification form

- As called for in the district's administrative regulations, HFA and UCSC will submit in a timely manner any request for information from the district, county office of education, and the state. In most cases, the initial response will be within five business days of the inquiry.

Chapter VIII. Miscellaneous

Creating a new charter school is a complex endeavor. That is why the first year of the requested five-year term is reserved for planning. Hidden Figures Academy (HFA) is applying for a federal grant from the Public Charter Schools Grant Program. To qualify, HFA must have an approved charter. The grant provides up to \$575,000 over two years: \$375,2000 during the planning year and \$200,000 during the first year of operation.

1. To Do List for the Planning Year 2017-18

To guide us during the planning year, we created a partial checklist to follow, as shown in Table 71.

Table 71. Partial checklist of things to do during the planning year (2017-18)

Q1 = July to Sept 2017. Q2 = Oct to Dec 2017. Q3 = Jan to Mar 2018. Q4 = Apr to June 2018. Q5 July to Sept 2018.			
Quarter Due	Due Date	Activity	Responsible Person
Q1	15-Sept-17	Create job descriptions and have approved by board: middle school principal, teacher, nurse, office manager, hall monitor, plant manager	Supt & CR
Q2	15-Oct-17	Submit Prop 39 facilities request	DM
Q2	01-Nov-17	Submit PCSGP proposal	DM
Q2	02-Nov-17	SCUSD approves charter petition	Supt
Q2	03-Nov-17	Enrollment forms printed	CR
Q2	15-Nov-17	Hire principal	Supt
Q2	20-Nov-17	Buy domain name and share web hosting at Wix with UCSC and YPSA	Principal/CBO
Q2	22-Nov-17	Create list of annual training needs for UCSC Board. Includes Brown Act and Governance	Supt
Q2	29-Nov-17	Website set up for HFA	Principal
Q2	29-Nov-17	Set up YouTube and other Social Media for HFA	Principal
Q2	10-Dec-17	Hire Office Manager	Principal

Q2	15-Dec-17	Order recruitment supplies	Office Manager
Q2	15-Dec-17	Print and post signage in school attendance areas with large number of targeted students	Principal
Q2	15-Dec-17	Print promotional materials in English, Spanish, Hmong, Chinese	Principal
Q2	15-Dec-17	Recruitment campaign. Colorful flyers, signage, YouTube, Facebook	Principal
Q2	29-Dec-17	Submit by Dec 29, 2017 for Mar 14-15, 2018 State Board meeting: new charter package to CDE requesting CDS number and charter number and notify SCOE	DM
Q2	30-Dec-17	Coordinate back office services with CBO	DM & Principal
Q3	01-Jan-18	Update Letter of Interest	Principal
Q3	20-Jan-18	School Services of California budget workshops to Update 2018-19 budget: Jan & Mar 2018	DM
Q3	30-Jan-18	Finalize annual calendar for 2018-19	Principal
Q3	20-Feb-18	Finalize daily schedule for 2018-19	Principal
Q3	20-Feb-18	Lawyer update policies, especially discipline, suspension, expulsion, safety. Updated to include vision and hearing screening for 8th graders. They will also be updated to cover screening for scoliosis at 7th grade for girls and 8th grade for boys.	CBO & Principal
Q3	20-Feb-18	Participate in enrollment fairs	Principal
Q3	20-Feb-18	Rent copier	CBO & Principal
Q3	28-Feb-18	Update UCSC discipline policies to include middle school	Principal
Q3	01-Mar-18	Confirm student data system: use UCSC PowerSchool.	Principal & CBO
Q3	01-Mar-18	Create UCSC Board marketing committee	Supt

Q3	15-Mar-18	Lottery preparation, if needed	Principal
Q3	15-Mar-18	State Board of Ed approves CSD code and charter number at March 14-15, 2018 meeting	DM
Q3	30-Mar-18	Board training update: Brown Act and governance	Supt.
Q3	30-Mar-18	Board training update: Effective Governance	Supt.
Q3	30-Mar-18	Develop Version 1.0 middle school teacher evaluation system	Admin & DM
Q4	01-Apr-18	Hire custodian/plant manager	Principal
Q4	01-Apr-18	Hire nurse	Principal
Q4	01-Apr-18	Hire teachers: Core, enrichment, and TKD	Principal
Q4	13-Apr-18	Lottery on second Friday in April (April 13, 2018)	Principal
Q4	15-April-18	Coordinate with SCUSD Nutrition Services for meals – i.e., breakfast, lunch, supper	Supt
Q4	15-April-18	Sign Letter of Intent to purchase any SCUSD administrative or support services for 2018-19	Supt
Q4	30-Apr-18	April each year after lottery review effectiveness of process and submit report to UCSC board	Principal
Q4	01-May-18	Buy Riso Copier	Office Manager
Q4	01-May-18	Order admin supplies	Office Manager
Q4	01-May-18	Order custodial supplies	Office Manager
Q4	01-May-18	Order supplies for front office	Office Manager
Q4	05-May-18	Order Professor Pod Pi materials	Office Manager

Q4	05-May-18	Order Project Lead The Way (PLTW) materials	Office Manager
Q4	05-May-18	Order materials, furniture, technology (computer, printers, projectors, etc.)	Office Manager
Q4	05-May-18	Order Taekwondo materials: school-owned gi and belts	Office Manager
Q4	06-May-18	Order curriculum materials for 2018-19 including math, science, ELA, ELD	Office Manager
Q4	07-May-18	Order medical supplies	Office Manager
Q4	07-May-18	Order school safety supplies	Office Manager
Q4	08-May-18	Order classroom supplies for 2018-19	Office Manager
Q4	10-May-18	Finalize annual Professional Development Plan for 2018-19	Principal
Q4	20-May-18	Set up Professional Development for 2018-19	Office Manager
Q4	15-Jun-18	HFA discipline policies and procedures finalized	Principal
Q4	20-Jun-18	Contact newly enrolled students	Principal
Q4	20-Jun-18	Print staff handbook. Includes health and safety procedures and policies on bullying	Principal
Q4	20-Jun-18	Print student handbook. Includes policy on bullying	Principal
Q4	30-June-18	Hire external evaluator to conduct formative and summative evaluation for 2018-19	Principal
Q5	01-Jul-18	2018-19 Budget updated and submit by July 1, 2018	DM
Q5	01-Jul-18	July 1 each year finalize arrangements for vendors and independent contractors	Principal
Q5	01-Jul-18	2018-19 LCAP submit by July 1, 2018	Principal

Q5	02-Jul-18	Print vinyl signs supporting HEART Skills, Six Tenets of TKD, Lifelong Guidelines, etc.	Principal
Q5	02-Jul-18	Single Plan School Achievement for 2018-19	Principal
Q5	03-Jul-18	10- day training for staff and staff retreat	Principal
Q5	03-Jul-18	Week-long training before first day of instruction for office manager and plant manager	Principal
Q5	03-Jul-18	New staff training: sexual harassment, mandated reporter, anti-discrimination, uniform complaint, other school policies, Lifelong Guidelines, HEART Skills, 6 Tenets TKD, school discipline policies, safety program, procedures for suspension and expulsion	Principal
Q5	10-Jul-18	BSM training	Principal
Q5	12-Jul-18	Identify study trips for 2018-19	Principal
Q5	12-Jul-18	Assessment rubrics drafted	Principal
Q5	12-Jul-18	School-wide events planned for 2018-19	Principal
Q5	15-Jul-18	Nurse arranges for mandated state health screenings – e.g., scoliosis and vision.	Nurse
Q5	29-Jul-18	Create point system for Houses	Principal

Chapter IX. Conclusion

1. Concluding Statement

Hidden Figures Academy (HFA) represents a grassroots effort by members of the Sacramento community to participate in the democratic process as a means to continually improve our public schools. Those involved in the development of HFA represent a diverse cross section of concerned citizens who responded to the legislative intent of the state's Charter School Law *that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.*

Moreover, Ed Code Section 47601 reads: *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

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

In conclusion, we are please to report that:

- 1. A sound adolescent-brain-compatible educational program has been described.
- 2. UCSC is well prepared to operate HFA.
- 3. The required number of teachers signed the petition.
- 4. The petition contains the affirmations required by the Charter Schools Act.
- 5. The petition provides a reasonably comprehensive description of the 16 elements required by the Act.

2. Term of the Charter

We respectfully request a term beginning November 2, 2017 and ending June 30, 2022. The first year, 2017-18, is a planning year. School operations begin the second year, 2018-19.

3. Amendments

Any amendments to this charter shall be made by the mutual agreement of the Governing Board of the Urban Charter Schools Collective (UCSC) and the School Board of the Sacramento City Unified School District (SCUSD). Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605.

4. Severability

The terms of this petition are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by SCUSD and the UCSC Governing Boards. In the event of a dispute, the issue will be referred to the dispute resolution process described in this petition.

5. Oversight

UCSC and SCUSD will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. In addition, both entities above will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

SCUSD may inspect or observe any part of the school at any time, consistent with its oversight duties under the Education Code. It is assumed that inspections and observations will be done with minimum disruption to the instructional program. The established school protocols for visitors will be followed, e.g., signing in at the office upon arrival at school, wearing a visitor's badge or district identification, and not taking photographs of scholars without written parent consent.

Chapter X. Signature Page

Petition to establish Hidden Figures Academy, a new kind of middle school

Lead Petitioners: Lee Yang, Superintendent UCSC. Tel. (916) 433-5057

Chandra Roughton, Teacher. (916) 433-5057

Dennis Mah, Retired Principal. (916) 433-5057

Address of Lead Petitioners: 7555 South Land Park Drive Sacramento, CA 95831

My signature means I am a credentialed teacher and I am meaningfully interested in teaching at the proposed Hidden Figures Academy, a new kind of middle school. A copy of the school's charter petition was attached to this signature page and available for me to review prior to my signing below. My printed name below (first, middle, last) is as it appears when doing a public search online at the California Commission on Teacher Credentialing.

Six teachers are expected to be employed during the first year of operation. The petition is signed by the number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

1. Signature: Chandra E. Roughton Date: 9-5-17

Print Name: Chandra E. Roughton Telephone: 916-433-5057

Address: 7555 South Land Park Dr. Sacramento, CA 95831

2. Signature: [Signature] Date: 9-5-17

Print Name: Jim Vue Telephone: 916-433-5057

Address: 7555 South Land Park Dr. Sacramento, CA 95831

3. Signature: [Signature] Date: 9-5-17

Print Name: Mary Ashley A. Cherney Telephone: 916-433-5057

Address: 7555 South Land Park Dr. Sacramento, CA 95831

4. Signature: [Signature] Date: 9/5/17

Print Name: Teresa Saefong Telephone: (916) 433-8057

Address: 7555 South Land Park Dr. Sacramento, CA 95831

5. Signature: Pao Haum Xiong Date: 9-5-17

Print Name: Pao Haum Xiong Telephone: (916) 433-5057

Address: 7555 South Land Park Dr. Sacramento, CA 95831