

# **Bostonia Global**

A California Public Charter School

Petition for Charter School Authorization

Submitted to Cajon Valley Union School District Board of Trustees

December 17, 2019

Charter Term: July 1, 2020 – June

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## INTRODUCTION

Families and community members within El Cajon have requested additional options for students to pursue a Tk-14 track for college and career readiness. This request reflects an increasing demand for an integrated approach to an interest-based learning experience as students explore their strengths, interests, and values. Accordingly, Cajon Valley Union School District is expanding options to meet the needs of families, businesses, and community stakeholders.

*Per California Education Code 47605(a)(6): Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.*

This charter school shall be known as Bostonia Global Charter School (hereafter "Bostonia Global" or "The Charter School"). This petition for a charter school application applies to Bostonia Global, a charter school composed of grades transitional kindergarten through twelfth grade with the intent of helping students explore internships, associate degrees, college credits, and certifications (TK-14). Bostonia Global will be located at 1390 Broadway, El Cajon, California, within the boundaries of the Cajon Valley Union School District ("District").

In accordance with Education Code Section 4760, charter schools were created to provide opportunities for teachers, families, students, and community members to establish, and maintain schools that drive innovation and provide opportunities otherwise not available. Such charter schools can have a range of structures, principles, and curriculum designs in the school strives to:

*a) Improve pupil learning. b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. c) Encourage the use of different and innovative teaching methods. d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems. g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).*

The Charter Schools Act of 1992 calls for charter schools to accomplish two main goals: Identify their outcomes for the student of the 21st century, and to develop assessments which authentically measure those outcomes.

To accomplish all of the above, Bostonia Global will;

1. Develop a shared educational vision.
2. Establish clear and meaningful student outcomes.

3. Design and implement engaging curricula and instructional strategies.

4. Use reliable and purposeful measurement strategies.

Bostonia Global will also comply with state laws relating to independent study as part of the design for 9-12 students as set forth in Education Code 47612.5. Bostonia Global plans to open in fall 2021 as a site-based school program and independent study program.

The Charter School will begin with a projected enrollment of 1275 students. It will follow a school calendar that mirrors that of Cajon Valley Union School District. The Charter School will offer more than 175 days of instruction, the minimum number of school days required by Cal. Admin. Code, Tit. 5, § 11960. It will offer 180 days and offer more than the minimum number of minutes of instruction required of pupils in kindergarten 36,000, pupils in grades 1 to 3, inclusive 50,400 and pupils in grades 4 to 8 inclusive 54,000 minutes as set forth in California Education Code § 47612.5. The charter will offer more minutes of instruction: pupils in kindergarten 44,000 minutes, 8,000 minutes above the minimum; pupils in grades 1 to 3, and pupils in grades 4 to 8 inclusive will be offered 57,220 minutes, 6,820 minutes above the minimum required. Students in grades 9-12 will participate in independent study. Appendix E documents the instructional minutes.

Bostonia Global is open to any child who wishes to enroll and will draw upon the student population in the surrounding neighborhoods of its facility in El Cajon, California. Bostonia Global will operate as an indirect funded charter.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the San Diego County Superintendent of Schools and the San Diego County of Education on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e)).

## **ASSURANCES**

The petitioners certify that the information submitted in this petition for a California public charter school to be named Bostonia Global Charter School (“Bostonia Global,” “Bostonia Global” or “The Charter School”), to be located within the boundaries of the Cajon Valley Union School District (the “District”) is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to: Bostonia Global shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other Statewide Standards authorized in statute, or student assessments applicable to students in non-charter public schools [California Education Code 47605(c)(1)].

Bostonia Global will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [California Education Code 47605(d)(1)].

Bostonia Global will be non-discriminatory. All children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Bostonia Global shall not charge tuition [California Education Code 47605(d)(1)].

Bostonia Global shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, gender orientation, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) [Education Code Section 47605(d)(1)].

Bostonia Global shall admit all students who wish to attend the Charter School unless the School receives a greater number of applications than there are spaces for students, in which case, each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her family within the State, save for admission preferences. Admission preferences are stipulated in Element Eight (H) Admission Requirements. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School by not taking any actions to impede the charter school from expanding

enrollment to meet pupil demand in accordance with Education Code Section 47605(d)(2)(C).

Bostonia Global shall comply with all laws establishing the minimum and maximum age for public school enrollment [California Education Code Sections 47612(b), 47610].

Bostonia Global shall serve students with disabilities in the same manner as such students who are served in other public schools and adhere to all applicable provisions of Federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Bostonia Global shall ensure that teachers in the charter school 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, non-college preparatory courses [California Education Code Section 47605(l)].

Bostonia Global shall require its teachers of core academic subjects to satisfy applicable, highly qualified requirements in accordance with the Every Student Succeeds Act.

Bostonia Global shall comply with Education Code Section 44237 in the submittal of fingerprints prepared by the employer or school to the Department of Justice for the purpose of obtaining criminal record summary of employees or regular volunteers who are in contact with minor pupils.

Bostonia Global shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Title 5 California Code of Regulations Section 11967.5.1(f)(5)].

Bostonia Global shall for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D), comply with all course requirements and meet all State Academic Standards applicable to charter schools, and shall meet or exceed the legally required minimum of school days [Title 5 California Code of Regulations Section 11960].

Bostonia Global shall adhere to reporting requirements including, but not limited to, CAASPP, CBEDS, ADA, SARC, LCAP, annual audits and all financial reports and data and promptly respond to all reasonable inquiries from the District, the County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records. [California Education Code Section 47604.3].

Bostonia Global shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and



inspection [California Education Code Section 47612.5(a)].

Bostonia Global shall, on a regular basis, consult with its families and teachers regarding the Charter School's education programs [California Education Code Section 47605(c)].

Bostonia Global shall comply with any jurisdictional limitations to locations of its facilities [California Education Code Section 47605.1] and comply with the Education Code Section 47610 and 47610.5 and the California Building Standards Code (Part 2 Section 101) of title 24 of the California Code of Regulations as applicable to the facilities operated by the School unless the charter school facilities are exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the Federal government.

Bostonia Global shall, as required by Education Code Section 47612.5, meet the requirements of Education Code Section 51745 (a) 1-5 related to independent study.

Bostonia Global shall identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, Independent Study as defined by Bostonia Global, distance and computer-based education, field trips, and learning center learning opportunities.

Bostonia Global shall comply with any non-academic instruction funding determination requirement according to Senate Bill 740

Bostonia Global shall comply with the Public Records Act.

Bostonia Global shall comply with Family Educational Rights and Privacy Act (FERPA).

Bostonia Global shall comply with the Ralph M. Brown Act.

Bostonia Global shall comply with the Elementary & Secondary Education Act, Subtitle B. and Section 1034, now known as the McKinney Vento Education for Homeless Children & Youth Act, 2007.

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

Bostonia Global shall, at all times, maintain all necessary and appropriate insurance coverage.

Bostonia Global shall meet the requirements of Education 47611 regarding the State Teachers' Retirement System.

## **ELEMENT ONE (A) – EDUCATIONAL PHILOSOPHY AND PROGRAM**

*A description of the educational program of the school, designed, among other things, to:*

- a) Identify those pupils whom the school is attempting to educate,*
- b) What it means to be an "educated person" in the 21st century, and*
- c) 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) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the State priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. - Education Code Section 47605(b)(5)(A).*

At Bostonia Global, regardless of a child's background, cultural experiences, and family history, all children will have access to educational experiences that present opportunities to excel in academic, social, and cross-cultural settings. All students will be on a track that will allow the opportunity for college. Coursework in school will engage the community on issues that are relevant and personal. Students will be able to compete and participate on a global scale.

### **Vision**

To empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance and inclusion, and excellence.

### **Mission**

To create a dynamic learning environment through the application of inquiry-based teaching methods that awakens student interest and engagement, and promotes real world learning through continuous improvement and accountability, resulting in high academic achievement and community benefit.

### **Charter School Goals**

Bostonia Global students will:

- Develop a clear understanding of their strengths, interests, and values as well as understanding how to connect to resources to pursue educational, career, and lifelong goals
- Acquire a deep understanding and application of important skills, such as perseverance, self-efficacy, collaboration, to promote life-long learning and high

levels of academic achievement

- Develop a deep understanding and application of important concepts to promote life-long learning and high levels of academic achievement
- Participate in a rigorous, standards based, integrated curriculum and apply it in real-life situations
- Demonstrate global competencies in work and experiences through practical, hands-on exploration as well as development in language, culture investigations, and identity development

Bostonia Global will:

- Implement an interest-based approach to teaching and learning where students explore, develop, and expand their personal strengths, interests, and values to create a customized plan for education, career, and lifestyle choices
- Provide acquisition of measurable skills that are aligned to Bostonia Global's Expected Student-wide Learning Results (ESLRs), the CA State Standards (CCSS), Core Knowledge Sequence (CKS), interdisciplinary themes, and district policies
- Involve family and community participation in the academic and social development of students through family-school programs and events
- Foster opportunities for student and family involvement in responsible actions and social service and world community

### **Understanding the “Why”**

Bostonia Global responds to two intertwined imperatives facing American education in general and particularly within Southern California. The first is the chronic problem of persistently poor academic performance among low income and minority secondary school students. By providing a high quality education in a dynamic, international-focused school, Bostonia Global will give students more opportunities for success. The goal of high school graduation for all students will be better realized with a rigorous K-8, bilingual, globally focused, interests-based experience. This approach, coupled with a secondary model that focused not simply on high school graduation, but life-readiness will include career explorations, socio-emotional skill development, practical work experiences, and personal goal development. This approach leads to a TK-14 experience, expanding the limitations of traditional approaches and moving toward a strengths-based, truly personalized experience that is deeply rooted in the values and opportunities provided by the immediate community.

A second imperative is to prepare students for a world where the challenges and opportunities for success increasingly require the ability to compete, connect, and collaborate on a global scale. Unlike any previous period in human history, the barriers of time and space are being minimized and even overcome by new technologies. The flow of diverse ideas, resources, and people across the world is reshaping the

economic, social, and political dimensions of everyday life. New knowledge, skills, and dispositions are needed to participate in the emerging global economy and to contribute positively to the health and civic life of communities locally and across the globe. In addition to a rigorous academic course of study, students today require knowledge of world cultures and religions, the ability to communicate in the world's languages, understanding of global dynamics, an ability to unpack complex problems and a willingness to collaborate with others from different cultures in a search for solutions. By focusing on international themes and multi-cultural experiences early in K-8 education, students can better avoid the pitfalls of biases, prejudices, and cultural-centric approaches to learning. Coupling this global approach with practical, career-oriented experiences will help students define their strengths, interests, and values. Their ability to advocate for themselves, find the best fit for their work, and find the support they need will increase. This approach will set the stage for academic and social success, leading to the concepts and practices of social justice locally, regionally, and internationally.

### *Opportunity Youth*

Over 37,000 young adults ages 16–24 in San Diego County are not working or in school. Bostonia Global is a public school that will launch in 2021 to close the gap between education and employability. The needs of such “opportunity youth” in the diverse community of El Cajon, California and the surrounding areas set the priorities of the school. Bostonia Global will serve students from the Cajon Valley Union School District, the Santee and Lakeside School Districts, Alpine School District, Dehesa and Jamul-Dulzura School Districts and La Mesa-Spring Valley School District. These communities include a large number of English Learners, families living in poverty, and the second-highest population in the United States of Chaldeans - Aramaic-speaking Christians from Iraq. Bostonia Global will connect work, education, and opportunities for all families using an integrated work-school design. This design will directly connect the needs of the community with the opportunities for careers, employment, continuing education, and community engagement, serving all students and aligning the relevance of K-14 education. <https://publications.csba.org/issue/fall-2019/from-the-field/>

### **The Case for TK-14**

Bostonia Global is designed as a direct response to the demands of the El Cajon community. Many years of meetings and forums with a wide range of stakeholders (including the city manager, police chief, fire chief, president of the Chamber of Commerce, business owners, faith leaders, and elected officials on the water board and high school district governing board) has led to this design. These conversations started with the question: “If the Cajon Valley School District was yours to govern, what

would you have us do?” The answers the district received informed its approach to modern curriculum. The community asked district leaders to stop stigmatizing skilled labor such as plumbing, masonry, and other trades essential to the local economy and infrastructure.

The community recommended the district abandon the college-for-all mentality, begin focusing on skills rather than test scores, and support students in building resiliency, respect, and courtesy. District leaders realized they needed to change what students learned and how they viewed themselves relative to their career aspirations. In other words, helping students understand their strengths, interests, and values as they pertain to the world of work, and infuse career exposure into the curriculum starting in kindergarten.

Cajon Valley combined what it learned from Biztown and Thinkabit Lab to set their direction for the future. It wondered why it didn’t focus more on careers and began to consider what it offered students relative to their career development.

As a result, the district developed its vision for the modern learning environment:

“Happy kids, healthy relationships, on a path to gainful employment.” This vision would inform not only its intentional approach to scaling personalized learning but also how it designed, developed, and refined its modern curriculum. The vision came about only after months of engaging with community members and families, while recognizing the value in eliminating the traditional divisions between education and work.

#### *What is Missing in the Options Available to Students Today?*

What is missing is a fully aligned, innovative, and responsive school experience that is driven by student voice and choice. Students guide and shape their learning experiences. They have flexibility in scheduling and curriculum choices. Teachers work as advisors and guides, helping students identify experts and experiences aligned to their interests. Rigorous standards and assessments support student development but do not limit or define the scope of possibilities. Learning happens on-site, off-site, and on-line. Students earned rewards and recognition for work in a wide range of settings. Career opportunities, job-embedded experiences, high education opportunities, internships, mentorships, and community engagement are a regular part of the day-to-day experiences for students.

#### *What is Meant by the “14” in TK-14?*

Students deserve a wide range of experiences to expand their skillset, expand their resumes, and explore the world of work as well as experience advanced learning opportunities. Initiatives such as CTE pathways, dual enrollment, concurrent enrollment, opportunities to earn an associate degrees, and certification programs represent a sample of some programmatic approaches. What is not yet fully realized is a

school that engages students from an early age on a process of exploring strengths, interests, and values then exposing those students to an expansive range of careers, mentors, educational opportunities, certifications, internships, travel, etc. The vision of Bostonia Global is to redefine the experience of “high school” to be student-driven through interest-aligned experiences that earn credit; engaging students to expansively set career and education goals; and provide clear mechanisms for community and business leaders to interact with students in meaningful ways.

There is not doubt that this vision will take time and require new and innovative approaches to teaching and learning. Traditional models that define learning by pacing, curriculum, and pre-defined assessments will not always fit in this approach. By establishing from the beginning that Bostonia Global is designed to push the boundaries, leaders and educators must be responsive to the students as they develop and expand high school enrollment. The school will look for models nationally and internationally to learn from evidence in field. Local partners such as the San Diego Workforce Partnership will play an important role in defining opportunities to engage students, families, and local businesses.

#### *The Context for Establishing a TK-14 Dependent Charter in CVUSD*

Cajon Valley Union School District (CVUSD) has identified students will benefit from career exposure in middle school, interest-based experiences in high school, and tighter connections between college and career pathways (<http://bit.ly/MidSchoolExposure>). Research indicates, “the transition to junior high is a significant predictor of decline in academic interests” (Dotterer, A. M., McHale, S. M., & Crouter, A. C. 2009, Hoff, K. A., Briley, D. A., Wee, C. J., & Rounds, J. 2018). Therefore, students at Bostonia Global will start as early as kindergarten to learn about themselves and the world of work. The *World of Work* initiative provides teachers a powerful framework for embedding career development learning in the classroom, creating relevant, contextualized learning opportunities for students. (<http://bit.ly/IlluminaAtAvocado>). Teachers can provide life-changing WoW experiences for students when provided the necessary training and support to deploy a combination of career-development-focused self-awareness and real-world exploration (<http://bit.ly/MeetAProZoologistJones>). Students can envision their future possible selves when school is connected to the world of work (<http://bit.ly/IWantToBeAnEngineer>). Career development is a human process that can thrive in every grade (<http://bit.ly/WorldofKindnessCity>). The WoW Initiative is best deployed when integrated with existing subjects like English, math, history and science instead of as a stand-alone experience (<http://bit.ly/Chase3rdGradeWoW>). Young students can understand and apply foundational career development theories that are core to the WoW Initiative like the Holland RIASEC Typology (<http://bit.ly/SsExplains>). The RIASEC Professionals in

the world of work can engage in mutually beneficial experiences when they share their work with students (<http://bit.ly/MeetAProRangerKyle>).

The establishment of Bostonia Global is based on the idea that we should not wait for the period of disruption experienced by students in middle school to offer career exposure and self-awareness. Interests-based, career-aligned experiences should begin earlier to establish connections between students' interests and their future possible selves. An integrated TK-14 design will encourage this life-long process in order to develop as Dr. Peter McIlveen states, "the critical metacognitive skills they will need to carry through their whole lives" (<http://bit.ly/DrMcIlveen>).

### **Responding to the Demands of the Families**

Bostonia Global will serve families who are demanding a TK-14 experience as students develop their strengths, interests, and values to seamlessly transition from tradition "school" to interest-based experiences leading to careers, advanced studies, and practical application of learning. Families who choose Bostonia Global will be seeking non-traditional approaches to time, credits, and assessments. Greater emphasis on personalized learning and community-engaged learning will attract a subset of students in the high school age range that do not find what they need in the current offering. As such, Bostonia Global will serve student directly in the geographic area of the school, opening enrollment to other students interested in the demands of the K-8 bilingual program as well as the 9-12 independent study program.

Bostonia Global could serve students from several cities and unincorporated areas of East San Diego County, which are located both inside and outside the CVUSD boundaries. Within a 5-mile radius of the site are the cities of Santee, La Mesa, Lemon Grove, and the unincorporated areas of Southeast County of San Diego: Bostonia, Crest, Granite Hills, Jamul, Lakeside, La Presa, and Rancho San Diego. Bostonia Global may attract students from all these cities, encompassing private and public school students that may prefer a learning experience in a non-traditional, learning environment.

Bostonia Global will offer the following grades: Transitional kindergarten through 12th. Bostonia Global will seek to serve approximately one hundred ninety-eight (198) students during its first year. Its projected growth per year is 125 students (detailed below).

*Table 1. Five-Year Enrollment Projection*

Year	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	
2021	25	125	125	125	125	125	125	125	125	125	125				1275
2022	25	125	125	125	125	125	125	125	125	125	125	125			1400

2023	25	125	125	125	125	125	125	125	125	125	125	125	125	125	1525
2024	25	125	125	125	125	125	125	125	125	125	125	125	125	125	1650
2025	25	125	125	125	125	125	125	125	125	125	125	125	125	125	1650

*Table 2. Number of Classrooms*

Year	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	
2021	1	5	5	5	5	5	5	5	5	5	5*				46
2022	1	5	5	5	5	5	5	5	5	5	5*	5*			46
2023	1	5	5	5	5	5	5	5	5	5	5*	5*	5*		46
2024	1	5	5	5	5	5	5	5	5	5	5*	5*	5*	5*	46
2025	1	5	5	5	5	5	5	5	5	5	5*	5*	5*	5*	46

*\* In an independent study model, traditional “classroom” space is not typically required. Given the interest-based design of the curriculum (see curriculum and instruction), students will design and manage many of the aspects of their work. By including the numbers in the table above, the charter school is acknowledging the need for increasing space for meetings, advisory, presentations, etc. over time. The charter acknowledges that the physical design and layout of that space may not be in the form of a “traditional classroom” and may not translate directly as a number of classroom. Nonetheless, as enrollment increases, the request for additional space will be in demand relative to the students who join our school.*

In Year 1 (2021-22), Bostonia Global will serve students in transitional kindergarten through ninth grade. Bostonia Global projects a site-based student enrollment of hundred ninety-eight (1150) students and one-hundred and twenty-five (125) independent study students for a total of one thousand one hundred fifty (1275) students for the first year. Each year following, the charter school will add approximately one hundred and twenty-five students to the independent study program. The independent study model will allow the students to engage in a flexible design, dynamic schedule, and interest-based experiences for their work. Bostonia Global will adhere to the site-based and independent study enrollment percentages, which is based on the average daily attendance (“ADA”) of the total ADA of the site- based student population, estimated at 93% ADA.

### *Community Profile*

Bostonia Global seeks to offer this opportunity to all El Cajon families. A marketing approach to reach diverse families will include a lottery, if the interest exceeds space, a lottery will ensure that the opportunity is available to all who may be interested.



Students may come from surrounding public or private schools, may also include students throughout San Diego County and its contiguous counties and may include a greater percentage of underserved students from communities who may be at-risk and low achieving.

Regardless of students' ethnicity, primary language or socioeconomic status, Bostonia Global Charter School adheres to the following belief statements:

- Students thrive in an interest-based learning experience driven by students and aligned to their development of strengths, interests, and values will lead to meaningful work and development of personal identity for career and college readiness.
- Every student has the potential to achieve, no matter his or her socioeconomic level, ethnicity or family background.
- All students can develop critical thinking through analytical reasoning and problem-solving opportunities.
- Learning occurs best through positive strong home, school, and community partnerships.

## **B. What It Means To Be An Educated Person In The 21st Century**

Bostonia Global believes an educated person in the 21st Century must possess the following skills and attributes, and will support student learning to achieve high levels of:

- Academic Proficiency: the academic understanding of concepts that include the scope of state and national standards in the major subject areas.
- Communication Skills: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
- Research Skills: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
- Technological Proficiency: the knowledge of the software and hardware required to research and present information in a variety of media.



- **Interpersonal Skills:** the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
- **Intrapersonal Skills:** the ability to be aware of one's own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
- **Critical and Innovative Thinking:** the ability to analyze information and the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations.
- **Tolerance:** the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
- **Curiosity:** the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

### **Core Beliefs: Lessons Learned from Big Picture Learning**

Bostonia Global is being developed in conjunction with Big Picture Learning (BPL). Big Picture schools exist throughout the country and the world. They are in rural environments and urban environments. They serve both large and small populations of students. Some Big Picture schools are found in gleaming new buildings, while others are housed in retrofitted structures which haven't been in use for some time. In short, Big Picture schools (like the students they serve) often look dramatically different than one another. Each adapts basic principals to its own environment so that students can flourish as individuals within a community of learners. However, there are many elements within this learning design that are common to the entire BPL network and distinguishes them from most other schools:

Each Big Picture school looks very different, but all share certain common characteristics that distinguish a Big Picture school from other educational models:

**One Student at a Time** - The entire learning experience is personalized to each student's interests, talents and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.

**Advisory Structure** - Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul. Students often described this as a "second family." Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.

**Learning Through Interests and Internships** - Real learning is best accomplished in the real world. Big Picture students intern - often twice a week for an entire school day - with experts in their field. At their internships, students complete authentic projects and gain valuable experience in their personal interest area in the real world.

**Family Engagement** - Family members are welcome and valued participants in the school community and play a proactive role in their student's learning, collaborating in

the planning and assessment of student work and attending regular presentations on school sites.

**School Culture** - In Big Picture schools, the trust, respect and equality between and among students and adults is palpable. Students take leadership roles at the school site, and through this learn the teamwork that defines adult culture. Student voice is valued in the school decision making process and visitors are struck by the ease with which students interact with adults.

**Authentic Assessment** - Students are assessed not by tests, but by public displays of learning that track all aspects of the student's growth and progress. Assessment criteria are individualized to the student and to the real world standards of professional project completion. Each year, during multiple public exhibitions, students discuss their learning growth with staff, families, peers, and mentors.

**School Organization** - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.

**Leadership** - Leadership is shared and spread among a strong, visionary principal, a dedicated, responsible team of advisors and other staff, and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.

**Post-Secondary Planning** - Students develop plans that contribute to their future success-- be it through college, trades, schools, travel, the military, or the workforce.

**Professional Development** - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A Big Picture School is a community of lifelong learners who embrace continuous improvement.

### **C. How Learning Best Occurs**

Students succeed when learning is rooted in an exploration of strengths, interests, and values. If kids know themselves, know their options and can make informed choices, they will be well-positioned to pursue and achieve their dreams, wherever they may lead. Using the Big Picture Learning characteristics as the main framework, Bostonia Global will deliver instruction within that overarching framework. The two major focuses under that framework include 1) bilingual education (K-8) and 2) the World of Work framework.

#### *Guiding Principles for Bostonia Global*

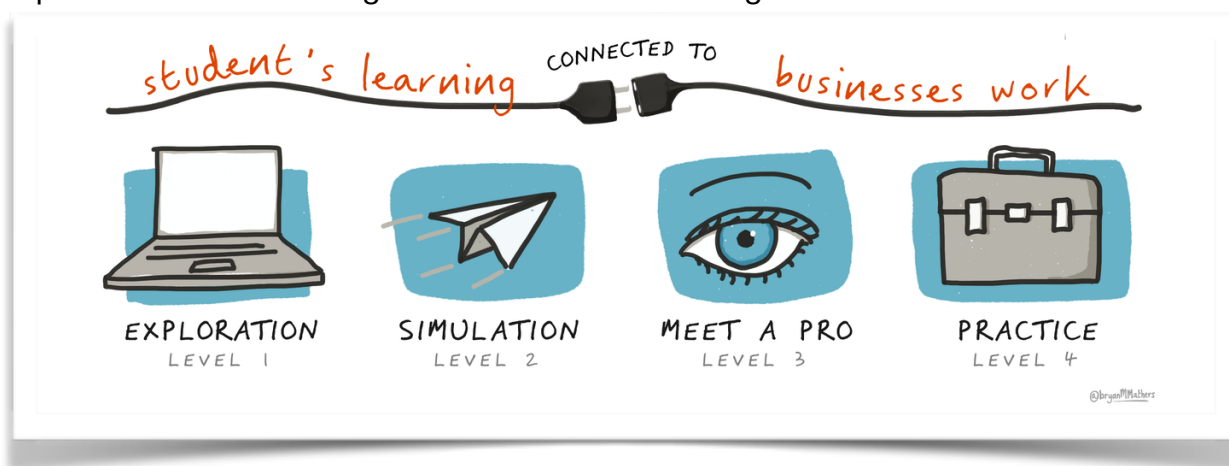
As a multilingual, multi-literate, and multicultural community we:

- Help others become successful and responsible citizens of the world
- Nurture diverse skills and personalities
- Welcome and inspire creative ideas

- Work as a team to innovate and solve real world problems
- Exhibit positive attitudes and high expectations
- Promote the development and pride of competencies for all

### *World of Work*

The World of Work framework supports a personalized learning approach by connecting student interests into a complete package of career learning to gain exposure to, and build interest in various career paths. World of Work supports teachers as they work to create context and relevance for students to connect what they are learning. The career development framework deploys a four level process to expose students from all grade levels to a broad range of careers.



The four levels, Exploration, Simulation, Meet A Pro, and Practice, all work together to help students skills and knowledge needed to prepare to make future educational choices and career decisions.

### *Instructional Program and Curriculum Educational Philosophy.*

One of the goals of Bostonia Global is to implement the World of Work curriculum, enabling our students' strengths, interests, and values to be the primary focus of a pathway to gainful employment. Bostonia Global will be a dual language school built on the tenants of RIASEC and World of Work. Every student who passes through the World of Work will be armed with career options which they have learned about, received hands-on experiences with, met with a professional in the career, and have practiced skills needed in that career. By using the RIASEC model to determine employment personalities, students in the K-8 Bostonia Global will be given not only a chance to learn about many careers, but also the ability to determine which career fits their unique personality, strengths, skills, and values. Students enrolled in Bostonia Global will not only know the how and what, but they will understand the why to everything they are learning. With each lesson they have at school, children will see

how the lesson involving everyday subjects relate to a new field and why it is important to learn those skills and values.

All students at the Bostonia Global will be well known by many adults in and out of the school. Each student will be invested in learning and take personal responsibility for it. Students will be determined and resourceful learners who develop passions and interest. Each student will be an academic risk taker, reflective learner, and recognize strengths. Students will co-design their unique path to achieve explicit learning goals through real world learning and mentorship in our community, the unwavering attention of his or her teacher/advisor, regular public exhibition of these work goals and a plan that can be personalized to strengths, interests, and values.

To be a well-educated person in the twenty first century all students need to be critical thinkers, know how to learn, be excellent readers and writers, mathematicians, scientists and socially aware and responsible citizens. All students in the 21st century need to leave high school with a personal understanding of the vast array of career options and how to participate as citizens in democracy. Individuals need to have the opportunity to be prepared to pursue a college degree by engaging in deep learning in all basic content areas, understanding the relevance of that content and know how it is applied in the world.

Each student's learning journey at Bostonia Global is determined through collaboration of the student, guardian, teacher/advisor and mentor. In the course of a student's time with us, he or she investigates many interests and passions in the real world, utilizes many community mentors and is pushed to go further and deeper in his or her knowledge and understanding. Each student makes progress on all the learning goals each year through workshops, college courses, class and individual academic projects. Assessment of individual student progress happens through portfolio review and exhibition. All students exhibit their work publicly at the quarter and their educational plans are revised if necessary. Each student will become a self-motivated, competent, lifelong learner.

Bostonia Global is committed to personalizing the educational process as thoroughly as possible. With the input of all stakeholders: Family, student, and advisor, a personalized learning plan is created; each quarter at exhibitions, the stakeholders reevaluate the plan and revise as necessary. The plan includes short and long term educational goals, career plans and focus on developing pathways to post high school careers or education. For some students with IEPs or 504 plans, these accommodations are taken into consideration in the individual's plan.

Students in Bostonia Global will receive:

- World of Work Career Based Learning Environment
- Mentorship/Advisory System

- Global Internship Exposure within World of Work Framework
- Modern Curriculum
- Social Emotional Understanding
- Multilingual Studies

### *Personalized Learning*

Students will drive their experiences. Starting in TK and moving through up through their high school experiences, students will develop the confidence, efficacy, and management skills need to design and drive their learning. Connections to outside experts, mentors, and interest-based experiences will be a regular part of the learning cycle. Key to this design is the role of the advisor and the development of a personalized learning plan.

Advisory: This is a core group of 24 students that serves as a home base and center of accountability. Each advisory stays together with a single advisor (certified teacher) for 4 years. The intimacy of such a small group allows for students to be known deeply in a way that is unparalleled in most other school models. It also provides every student with a set of peers who support, challenge, and help one another reach their fullest academic potential.

Advisors: Teachers are called advisors, and each advisor is responsible for the educational experience of their advisees. Advisors help manage each student's personal schedule and act as direct links to family and internship mentors. Advisors get to know the whole student, not just his or her ability in one subject area. Advisors conduct advisory meetings, work individually with each student, and teach workshops to students in core areas of knowledge. Advisors are responsible for teaching students to gather and filter the information they need from among human, print and web-based sources, analyze that informations and then think critically and draw valid hypotheses and conclusions on their research. They set up and oversee student internships, facilitate meetings with families and mentors, collaboratively design individual and class projects, and provide guidance through personalized advisor student meetings and student exhibitions. Advisors document student progress within the Learning Goals through narrative assessments and portfolio review.

Personalized Educational Planning: Each student works together with his or her academic support team made up of family members, internship mentor, and advisor to develop his or her personalized plan. The plans change in response to the student's work, internship experience, and academic and social needs.

### **H. Expected School-wide Learning Results (ESLRs)**

As part of accreditation, Bostonia Global will define ESLRs to drive the overall mission and vision of the school. The extent to which students achieve these Expected School-

wide Learning Results is determined by the following ESLRs using multiple measures such as benchmark assessments, rubrics, writing samples, performance projects, classroom assignments, and teacher observations.

1. Communication: How do I take in and express ideas?
2. Social Reasoning: How do I look at a given situation from many perspectives?
3. Quantitative Reasoning: How do I measure, compare or represent it?
4. Empirical Reasoning: How do I prove it?
5. Personal Qualities: What do I bring to this process?

Appendix B Provides a detailed example of how students connect school-wide learning expectations with these ESLRs. Bostonia Global will engage community stakeholders to review, enhance, and support this work. Based on this model, the ESLRs and student learning objectives should align TK-14.

### *Bostonia Global Language Goal Statement*

As part of the overall TK-14 design, Bostonia Global community is dedicated to supporting its K-8 students to become bilingual, and bicultural in English and Spanish and to develop an appreciation of other cultures in our society. Objectives:

- Comprehend spoken Spanish.
- Speak Spanish with ease and natural accent.
- Read material that has been presented in a hearing-speaking situation.
- Develop the ability to listen carefully to retain and repeat new sounds.
- Infer meaning from spoken context.
- Learn how to control the mechanics of speaking (tongue, lips, facial muscles) to produce the appropriate sounds.
- Understand that different words have different functions to express meaning.
- Demonstrate proper agreement of nouns and adjectives of the target language.
- Appreciate an increasing interest in the melody and rhythm of the target language and interest in the people that speak the target language.
- Speak Spanish with fluency and comprehension.

Essential Bostonia Global Language Program Characteristics for Success:

- Strong leadership and administrative support
- Qualified instructional personnel
- Adequate exposure to second language
- Positive and reciprocal school instructional climate
- Promotion of the benefits of bilingualism
- Strong home/school collaboration
- Provisions for ongoing professional development
- Planning time for teachers
- Knowledge of theories and strategies for development of bi-literacy

- Story and dialogue approaches and use of games
- Opportunities for second language use through formal and informal language structures/sentence frames – Academic, social and technical language – Teacher-directed instruction and student collaborative group activities
- High expectations for all students
- A school that values languages and culture
- Opportunities for collaborative groupings for facilitation of student interaction and language use
- Faculty committed to equity and trained in multicultural understanding

#### *Transitional Kindergarten.*

Transitional Kindergarten (TK) or SB 1381 changed the Kindergarten entry age in California from five years old by December 2 to five years old by September 1 beginning 2014. (Kindergarten Readiness Act, Simitian, 2010). Transitional Kindergarten is year one of a two-year kindergarten experience. Transitional Kindergarten at Bostonia Global provides students the time necessary to develop the social, emotional, and academic skills needed to successfully complete Kindergarten. While TK is voluntary for children to attend, it is mandatory for schools and school districts to provide (Education Code Section 48000).

The program will include the same daily schedule. The teacher will be credentialed with an emphasis in early childhood development. There will not be any transportation for TK students as there is no transportation for any other students. Transitional kindergarten teachers will be provided Professional Development training to better serve the TK students as well as committing teachers to take part in articulation meetings with school site instructional leaders. Board policies and procedures will be adopted to reflect SB 1381.

#### **K. Addressing the Needs of All Children**

At Bostonia Global, “One Student at a Time” is not just an empty phrase. Rather than expecting all students to pursue the same body of knowledge at the same time and rate, Bostonia Global students have personalized curricula that are indeed designed for one student at a time. Each student has an individual plan that meets his or her optimal path to learning, making it difficult for students to slip through the cracks. Students at Bostonia Global have the opportunity to develop academically and personally in an environment where they are well known by both peers and faculty. This deep level of personal interaction is made possible through Advisories, regular meetings between advisors and families, and the assessment of the work outlined through the quarterly public exhibitions.

The focus on a globally focused curriculum matched with an advisory that supports



personalized learning plans will help address the gaps that exist for students. The use of student self-reflection regarding their progress towards standards will also help close the gap by identifying kids who need extra support. Teachers will intervene early and intervene often (pre-intervention) when students are not responding to instruction. Before school and after school learning opportunities will also help close achievement gaps. Finally, regular teacher meetings in which the students' needs are continually examined will strengthen the teachers' collective efficacy.

The School will meet the needs of all students through a multifaceted approach founded on individualized learning plans and interventions, guided learning, and integrated standards-based curriculum subject matter. Embedded in this process are ongoing communication and involvement of the family. Bostonia Global will adopt policies and procedures and implement plans to ensure:

- Identification of students who are academically low achieving.
- Identification of students who are academically high achieving
- Identification of English Learners, program placement, and reclassification
- Development of a program designed to provide assistance to English Learners
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency
- Identification of students who need special education support

Resources like The Gallup Student Engagement Survey measure student hope, engagement, and beliefs about their future. Bostonia Global will be using these as our primary metrics to measure success. Literacy, numeracy, language development, and content knowledge are still priority areas, but we've learned from the research that students who are hopeful, engaged, and see the relevance of what they are doing in school towards their future possible careers are significantly better positioned to achieve well-being. Aligned with our research-based World of Work resources, the Gallup metrics point to long term outcomes of our students' social, financial, and career well-being.

In addition to engagement, our long-term outlook regarding student success is defined through future employment options. Our priority in the development of Bostonia Global is to provide students of all socio-economic backgrounds with a safe, reimagined schooling experience that rather than being grounded by state standards and curriculum, is grounded in the student's strengths, interests, and values. Therefore, it will be our measure of long term success that students upon graduation of Bostonia Global are not only a marketable employee but are provided with all possible opportunities to achieve success in the modern workforce. There are many anticipated benefits to connecting individual students to their education and to the workforce that will include them after completion of their education. Expected outcomes for all

schools that implement the World of Work include:

- Increased student participation in career exploration activities
- Increased engagement
- Decreased behavioral problems, including suspensions and expulsions
- Increased career readiness
- Increased connections between business leadership and school leaders
- Decreased drop-out rates of middle and high school students
- Increased enrollment in CTE pathways
- Increased graduation rates for under-represented, low-income, first-generation students
- Increased funding contributions for scaling the World of Work Network from education, nonprofits, business and government partners

#### *Plan for Students who are Academically Low Achieving*

Bostonia Global reimagines instruction as student-driven, with adults guiding and providing regular feedback, by meeting and connecting daily with students. Given the wide range of ages within a TK-14 design, students will be supported through additional time, more engaging modalities, or differentiated approaches will have target learning opportunities matched to their specific needs.

Bostonia Global will serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Students will meet with their advisors regularly, discussing progress and reflecting on what strategies will best address the next steps for the learning goals. Data will inform these conversations and resources will match the personalized needs of each student.

Bostonia Global will identify at-risk students based on the data collected through cumulative records, standardized tests scores, services provided at their previous schools, interviews with family members and former teachers, and those who are operating at least one year below grade level in Reading, Writing, and Math as measured through Bostonia Global's interim assessments.

As such, Bostonia Global will support at-risk students in progressing from low achieving to grade level, with the goal of moving all students into high-achieving proficiency over a three to five year period. Through the use of personalize learning plans, Bostonia Global will isolate specific challenges for each at-risk student and individualize intervention instruction.

Recognizing that Bostonia Global will have socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, Bostonia Global will further assist these students by providing small group intervention and personalized instruction utilizing additional personnel specifically trained and designated to assist this group. Additionally, Bostonia Global

will enhance their educational experience by providing the necessary learning materials and resources needed to aide their academic process, which also includes after-school tutoring, computer and computer-aided tutorials, with the goal of improving student learning. These specific supports will be provided through the use of Title I and after school funding. Students, teachers, and families will work together to identify the best resources matched to student needs. Every student will receive the opportunity to work with their advisors and teachers one-on-one or and in small groups to receive focused instruction at their level.

Personalized learning plans will be implemented for children who have been identified as being “at risk” during family conferences as early as November. The focus will include: What the families will do, what the teacher will do, and what the students will do.

As a process to support students as well as identify potential Special Needs, Bostonia will use an SST (Student Success Team) process and the student’s personalized learning plan which will identify goals, progress, and strategies that have been used.

Teachers will collaborate with grade level colleagues, administrators, special education staff, and family members to develop and implement strategic, intensive learning opportunities for students needing additional support. These opportunities will include:

- Flexibility in the time and pacing for student learning
- Differentiated instruction and assignments matched to student interests
- Individualized learning software to target and monitor student growth
- Small group strategies for student collaboration
- Fine motor interventions; targeted individual practice; progress monitoring; and time for reflection on progress

Ongoing support for, and evaluation of student progress by means of regular curriculum benchmark data analysis and results of specific measurable individual learning objectives will drive instruction and measure growth.

Bostonia Global will follow the Cajon Valley Unified School District EL Master Plan and/ or all applicable laws in serving its students with Special Needs. Services involve collaboration of general education teacher, special education teacher, school psychologist, family members, student (when appropriate), and administrative staff.

Special education assessments/services include behavior diagnostic, behavior support plan (BSP), functional behavior assessment (FBA), speech language pathologist, audio logical services, physical therapy (PT), adapted physical education (APE), occupational therapy (OT), visual impairment (VI), deaf/hard of hearing (DHH), mental health, and 504 Plans.

#### *Plan for English Language Learners.*

Literacy efforts will target the needs of all learners. As required, students will be

identified through the English Language Development Proficiency Test for California (ELPAC) and staff will be Cross- Cultural Language Acquisition Design (CLAD) certified or have equivalent certification.

The school will comply with all Federal, State, and District mandates regarding English language learners and reclassification of EL students. The school will meet all requirements of Federal and State law relative to equal access to the curriculum for English language learners. If the School has 20 or more LL students the School shall form an English Advisory Committee. (ELAC). The committee shall assist the school in everything related to the following items, according to the District Master Plan for ELs and/or Education Code 62002.5.

Bostonia Global will follow the Cajon Valley Unified School District EL Master Plan and/or all applicable laws in serving its EL students.

### *Reclassification*

Bostonia Global will follow the following steps in reclassifying English Language Learner students as defined by the district. Education Code Section 11308 requires that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker, and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP).

Monitoring of Reclassified Students - Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. School staff will also use the CAASPP/CMA/CAPA and annual measurements. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

### *Parent Support for English Learners*

English Language Learners and their families are a primary focus of the school. Family support will be accomplished by translating materials into Arabic and Spanish providing translators at events, meetings, and trainings as necessary according to attendees, and ensuring that all instructional staff development efforts specifically address the needs of English Language Learners.

### *Students with Special Needs*

Bostonia Global recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Cajon Valley Union School District and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Bostonia Global will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities

Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Bostonia Global will comply with Cajon Valley Union School District and SELPA guidelines and all California laws pertaining to students with disabilities.

### *SELPA Affiliation*

Bostonia Global shall be deemed a public school of Cajon Valley Union School District for purposes of special education, pursuant to Education Code Section 47641(b). Bostonia Global will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. Bostonia Global agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

## **L. A Day in the Life**

### *A Day in the Life for a Fourth Grader*

Eduardo is a fourth grader who has not always done well in school. When he came to Bostonia Global last year, he was reading below grade level and was starting to dislike school, except for his friends. He needs a rigorous curriculum, but also needs to rekindle his excitement for being in school. He was one of the few students who met the bilingual requirements; he was not sure when he was admitted that he was up to it. 7:40 Eduardo walks to school and gets there early today. He is part of the Speak Out! club that is learning about the media. They meet on Tue and Thu mornings and talk about something Ms. Ramirez calls “social messaging”. The clubs are fun and Ms. Ramirez always serves great snacks. Today she calls it a “Caribbean Breakfast” and has some foods Eduardo has never seen before, but they taste great. Right now, they are learning about how to create advertisements so they can create commercials for the Celebration of Learning night that is coming up next month. Today they watch a few commercials and talked about how they are designed to persuade. On Thursday, he has to bring back his data from his poll on which commercials students like and don’t like.

8:00 Eduardo heads to class and starts his day in advisory. His cousin in high school has advisory; he likes being part of something that the “older kids” do too. In advisory,

he and his class “circle up” and talk about different aspects of being a kid. This month’s theme is “equality”. Some of the high school kids came over and did a 5-minute skit and talked about what it is like for them in school. Eduardo added a few sentences to his journal about what he thought it meant to be a good friend since that is what it made him think about. On Friday they always summarize their journal notes. That skit was funny.

8:15 Now he starts his world languages time. He stays where he is, but some kids already have a heritage language other than English and need to work on their English, so they head across the hall to work with Mrs. McCammon. A few other kids leave to study Spanish, or Mandarin, while a few new kids come in. For Eduardo’s group, sometimes it’s Mrs. Zhao coming in to do a special lesson, but today it’s his advisory teacher, Mr. Cognetta who says he is learning with them. He starts by projecting a teacher from New York on the screen. At first, Eduardo thought it was just another video, but then he realized it was live. The teacher in New York led them through the same song they had learned last week, which made Eduardo feel good since he could remember it. She also talked about pronunciation and how to hold your mouth a certain way. Then they went through what they used to call “calendar time” at his old school. He knows all of his numbers, colors, how to describe things, animals, and some basic verbs. He can even write some of the characters already. Mandarin doesn’t seem that hard when you do it like this.

8:45 Some kids come back and some leave. (Eduardo thought the switching of kids was going to be confusing at first, but with those colored nametags the teachers gave everyone, it was pretty easy. Plus, all of the classrooms are right next to each other.) Mr. Cognetta who was greeting people at the door and helping the kids go to the right classrooms comes in and starts the literacy block. He starts with a large group lesson, as usual, which this time includes some shared reading about a kid in the Caribbean followed by a class discussion. This teacher is big on direct instruction. Eduardo knows by now that when it comes to learning new skills, Mr. Cognetta usually says something like “I do, we do, you do”. After the large group time, they move to Universal Access time. Eduardo looks at his Must Do/May Do choices and decides to start with his fluency work. He has gone up 18 words per minute since last month. He charts it out on his progress- monitoring sheet. That feels good. Also on his “must do” list is completion of a word sort. Today he has a stack of words ending in “tion” and “sion”. He sorts the words and writes in his word-study-notebook what he thinks the sorting rule is. Tomorrow they’ll go over it as a group. It’s tricky, but Eduardo thinks he’s got this one figured out. After he finishes the word sort, Mr. Cognetta calls him over to talk about his writing. That’s the thing about Universal Access time: Mr. Cognetta calls kids over to work with him while they complete their Must Do/May Do choices, sometimes

in groups and sometimes one- on-one. It's a good way to get time with the teacher. During his 15 minute meeting with Mr. Cognition, he updates his personal learning plan. Eduardo still needs to work on his vocabulary words. It's OK. Everyone has something they are working on. Eduardo knows what he needs to do. He then finishes the activities on his Must Do list and has 10 minutes left to do a May Do choice. He joins in with some kids playing a sight word game. He worked hard last year on his Frye sight words, so he feels pretty good about the game. The last 5 minutes is for clean up and any last minute announcements. Eduardo updates his personal learning plan to track which standards he worked on today.

10:15 The class has a fifteen-minute break. That was a lot of work this morning and Eduardo is hungry. Mr. Cognition has water and some fruit available during the literacy block, but Eduardo was so busy, he forgot to eat. He grabs a banana and heads to the playground. This new school is nice! He sees on the schedule that today is a day of choice. (Sometimes everyone has to do the same activities.) Today, he can choose from basketball, jump rope, kickball, or something called yoga. He knows he has to try or watch each one at least once by the end of the month. Today he sticks with basketball.

10:30 Eduardo goes to his mathematics block with Mrs. Miyashiro, sweaty and thinking about what just happened on the playground. Does being a good friend involve something about taking turns? He's going to bring that up in advisory at the end of the day. His math teacher always starts by playing some music as the kids come in. They have to guess where they think the music is from. The teacher polls the class and shows them on a graph what they voted for. He picked Africa, but it turns out the music was from the Caribbean. Eduardo has never even heard that word before this morning, but the girl next to him said her mom is from there and is coming in on Friday to talk about what it was like living there. Eduardo starts to think about how the world is such a big place, but then sometimes it's not. The teacher projects Google Earth up and takes them on a virtual trip pointing out longitude and latitude lines and how the numbers change as she zooms in. She then takes them through some math problems that have to do with the Caribbean. It's weird because they were doing some of this plotting and measures of angles earlier in the week when they were talking about some place called the Himalayas. It's like these ideas can be used almost anywhere. After they do some large group work, they have choices again, kind of like in the literacy block, except Mrs. Miyashiro calls it "constants" and "variables". Eduardo heads over to the computer station and uses Excel to make his bar graph of the poll he took last week. He asked kids about which commercials they like best. He is putting that data together to take back to his Speak Out! club meeting on Thursday. (Mr. Cognition, Mrs. Miyashiro, and even Mrs. Ramirez seem to align a lot of what they teach. Eduardo

starts to wonder if those weekly teacher team meetings have something to do with it.) Eduardo updates his personal learning plan to track which standards he worked on today.

12:00 Eduardo heads to lunch. This new campus is great, but there are so many schools and kids, lunch use to feel overwhelming. Ever since they talked about it in his advisory last month and started the lunch-bunch, things have gotten much better. Two of the high school kids who came to his class in the morning come over and walk Eduardo's class to lunch. They come down and walk with them every day, but they stay and have lunch with the kids this time. It's neat to hear what high school is like.

12:20 Eduardo is finished eating in about 5 minutes but he has to wait at least 10 more minutes before running onto the playground. Today is not so bad since the high school kids are here. Sometimes Eduardo eats so fast he doesn't feel good afterwards. They talked about this in advisory – the difference between “dining” and “eating”. Today definitely feels like dining. Eduardo even got to use the word “hilarious”. (That's one the “power” vocabulary words Eduardo is working on: hilarious.)

12:30 Eduardo heads to his International Studies Block with Mr. Melkonian. It's funny because

Mr. Cognetta, Mrs. Ramirez, and Mr. Melkonian's classrooms are all right next to each other. Eduardo wonders if that was planned. Mr. Melkonian starts by having a class discussion about emigration versus immigration then takes the class on a campus field trip. Eduardo gets to experience what it means to be both an immigrant and an emigrant. The class emigrates to the upper campus and sits in a high school classroom as immigrants. They passed some high school kids coming down to their classroom along the way. (One of the high school kids who came to Eduardo's advisory this morning said hi to him as he walked by. Eduardo felt so cool!) Then Eduardo's class talked about what it must feel like to have to leave where you live and live someplace new. A lot of kids had some great stories from their families. After the discussion, Mr. Melkonian connected through the Internet to an international school in Denver. Through a real-time audio and video feed, both classes talked about what they would want to know about a country if they were going to emigrate there. After the conversation, Eduardo had to write down his top three questions on a note card. Mr. Melkonian said that tomorrow they were going to videoconference with a school in the Caribbean to ask the kids the questions. (One of Eduardo's questions was, “Where you live, what is something that most people think is hilarious?”) Eduardo and his class have to create graphs of the answers they get. Mr. Melkonian says that next week they are going to take their information and learn more about the science of “polling” and taking “samples” to create something called a “hypothesis”. Eduardo recognizes “hypothesis” as one of his power vocabulary words.



2:40 Usually, after the International Studies Block, students go work with the teacher that can help them with what they need most. Eduardo sometimes works with Mrs. Ramirez on vocabulary or Mrs. Miyashiro on his times tables, for example. But because of the field trip to upper campus, today they head back to advisory and clean up. Eduardo grabs his journal and adds a sentence or two about friendship while his teacher plays some music as they come in. He grabs an apple and circles up while other students pack up or update their personal learning plans. Eduardo gets to talk about his idea that equality and friendship might have something to do with taking turns.

3:00 Some kids leave. Eduardo stays for Enrichment time. He has been working with Mrs. Ramirez but today Mr. B. is there with some kids from another high school. They just finished a project on the chemistry of bread. They look at a map where most of the grain in the world comes from and show the different stalks of wheat. Eduardo gets to learn about how bread is made and mixes some dough himself to take home and watch rise. Mr. B. comes regularly and is helping the staff implement an enrichment program focused on food, healthy living choices, and the social justice issues connect to food production and distribution.

4:00 Eduardo walks home with his load of bread and feels lucky, because he know a lot of kids around the world don't have what he has. He wonders if maybe some kids in the area don't even have what he has. He knows someday he might be able to do something about that. Maybe tomorrow he'll bring up the idea of doing something now in his advisory. They could put on skits or something and teach people how to make bread. He could host the event and tell jokes. He knows he would be hilarious.

*\* Eduardo's day portrays a dynamic school in which schools receive a high quality education, find relevance in what they are doing, and make meaning of standards through a personalized approach based on data, choice, and effective grouping practices. It is very detailed to paint a picture for the reader of what life would be like in this school, showcasing the power of the pilot school autonomies, philosophy of learning, and practical implementation of global ideals.*

### **Redesigning a Day in the Life for Secondary Education**

High school students at the Bostonia Global will have two kinds of school days: on-site, at the school or off-site, at the interest-based experience: a career (eg. internship) and/or education (eg. Community College). For example, on Monday, Wednesday and Friday, a student may be at the Bostonia Global school site. Their day at the Bostonia Global consists of four classes (workshops) that correspond more or less to the traditional subject area classes at a conventional high school. The other two or more hours of the day is spent in their advisories. This class is a composite of English, elective, and homeroom. The unique feature of the advisory is that the same group of

students will stay with the same teacher for the full four years. The scheduling of the classes tends to change as we refine our daily schedule. For this example, students arrive at school at 8:30 for their first hour long workshop. The two morning workshops end at 10:30. From 10:30-12 is advisory. After an half hour lunch, students return to their third and fourth workshops for an hour each. Then, from 2:30 - 3:30, students are back in their advisories.

On “off-site” days, students are at their internships or community college. These internships are at businesses as diverse as are our students. An internship day is 6 hours. If students take a lunch that time is added on their internship day. Freshman and sophomores generally have internships during times that correspond to a normal high school day and are usually local. Juniors and Seniors have greater scope for having internships further away from the school, and have greater scheduling flexibility, as long as they meet the 12 hours per week target.

### *Day in the Life for a High School Student*

As she shifted the car into park, she saw the reminder on her phone: she had 5 minutes to get to class. Starting the day with a college level class had pushed Maria to her edge. She wasn’t an early riser, but this is what it meant to “develop those skills”, at least according to her advisor. Every day he would text, call, or look her in the eye with some check in and words of wisdom. It was completely annoying. But, it worked and she knew she needed it.

When Maria had started taking college classes, she felt like everyone was looking at her, as if to say, “What are YOU doing here?” It took her a few weeks and a lot of conversations with her team to realize it was all in her head. She deserved to be here. That’s probably what she had learned most in this first year of this new school. When she had signed up for a “middle college” she didn’t really know what to expect. She knew she wanted a chance and was willing to work hard. She wanted college or a good job or both but didn’t know how to get it. Maria also knew she needed something different.

Maria liked working on teams, even though she hadn’t played a sport since she was 9. Her “team” included her friends, her cousin, the school counselor, her Mom, her advisor, and her two favorite teachers. When she wanted to get a perspective, she talked to the team. Somewhere in there was the answer she always needed.

Sometimes they were totally annoying, too.

After her morning college class, Maria headed back to meet her advisor. The ‘high school classrooms’ were considered “home base” before students left for internships, classes somewhere else on campus, or classes at the community college. She had time to grab a quick snack and say “hi” to her internship coordinator. He reminded her about the upcoming grade check and the after school study session she had signed up

for. He was on the team too, come to think of it.

“Of course I have it on my calendar” she said with a smile as she walked out of his office. She then added it to the calendar on her phone.

She reached homebase, slid into her usual spot, and checked in with her project group. They had a report due next week and needed to go over the edits on the shared drive. Some of their classes were in these homebase classrooms. Different students were on different schedules, so having the project group all together this morning was a great chance to make final decisions.

The morning classes ended and it was time to grab some lunch. Sometimes they ate here and sometimes they went over to the student union. Today, her advisor was chaperoning the group to visit a local restaurant and learn their business model. She thought it would be a good day to tag along. He had asked her to update her career goals and she wanted to talk about the new internship she wanted for next semester. Lunch off site sounded good anyway.

After lunch was another class but this one was a hands-on lab with a community expert showing how to accomplish a DNA sampling, followed by a study session, and a final meeting with her internship coordinator. If she got the new internship, the coordinator would be on the team too. When Maria had started school, there were only two team members and both were family. Now the team was getting too big to keep track sometimes.

Maria really wanted to see what it was like to work at a biotech company. Last semester's experience in the drone coding company taught her that she liked something in the tech world, but wanted it to be more hands on. Until last month she hadn't even heard of biotech. She saw a flyer in the hallway outside of a classroom and now she had an interview lined up for an internship. It's crazy how quickly opportunities can show up. She needed to get ready for next week's interview. She put some ideas into her phone.

The school day was winding down and Maria was heading over to the campus of her friend's high school to help set up for the pep rally. It wasn't her scene at all, but she and Kaori had been friends since third grade. Kaori went to high school where Maria would have gone. They compared everything and talked about what it was like all of the time. Sometimes the grass sure seemed greener; most of the time, though, they were both glad to be where they were.

After swinging by the high school for about an hour, Maria had to go to work. Three hours as a hostess. Crazy. Her homework involved dissecting poetry, calculating the area under a curve, and preparing for an interview with a biotech company. But from 6 to 9 pm tonight she would ask people how many were in their party and fold napkins around silverware. She could almost hear her advisor, “work hard and develop those

skills then watch the world unfold with opportunities.” Man, he was annoying.

### **M. Recruiting Highly Qualified Teachers**

Staff will meet or exceed all “highly qualified requirements” under the Every Student Succeeds Act (“ESSA”) Accordingly, a teacher of the core academic subjects (ELA, Math, Science, Social Studies) must have: a bachelor’s degree; a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential; demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”). Bostonia Global shall comply with Education Code Section 47605(l), which states in pertinent part: “Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.” When required by the position, teachers will be CLAD or BCLAD or equivalent certified or in the process of obtaining appropriate certification.

### **N. Professional Development**

Teachers will collaborate during professional learning time build into the schedule. Teachers will have access to all district offered professional learning including online digital badging, cross-site collaborations, programmatic trainings, and coaching supports. Professional learning is an ongoing process rather than a one-time event. Teachers will engage in ongoing and customized support. Teacher leaders will identify and define the type of professional learning to pursue based on the needs of the students. Conferences, collaboratives, and regional events will also play a major role in expanding the professional learning for teachers. Presumably, Bostonia Global will attract interested visitors and community members. Professional learning will take place both on site and off-site as appropriate. Regular and going tours, walk-throughs, and surveys for feedback will inform best practices. Staff will engage community experts, business partners, and stakeholders to develop expertise in emerging demands of workforce readiness as well as teaching and learning.

### **O. Implementation Plan and Timeline**

The school will follow all available professional learning opportunities offered by the

district. Included in this plan is the use of professional learning days based on the district calendar. Embedded, on-site collaboration meetings will be a part of weekly and ongoing teacher learning. Summer sessions and extended options for teachers learning including online opportunities will be part of the timeline.

## **ELEMENT TWO (B)– MEASURABLE STUDENT OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide 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. - Education Code Section 47605(b)(5)(B).*

Bostonia Global will comply with all state assessment and accountability requirements applicable to charter schools.

There is not one system or process which works to produce students who demonstrate proficiency and the ability to think critically. Students will use a wide range of methods for demonstrating growth including traditional assessments, authentic assessments, digital portfolio assessments, project rubrics, reflection journals, digital presentations, TED talks, and student-led conferences. For specific skills that benefit from progress monitoring (eg. Phonics development in early grades) Benchmark assessments will monitor growth towards proficiency outcomes.

Students will play in active role in designing their work, exploring their strengths, interests, and values along the way. They will engage will questions, application of the learning, and connect with experts in the field. Appendix A provides a model for secondary students to develop proficiencies and align learning outcomes.

Many times, students do not understand what they or learning or why. Sometimes, students complete assignments and do not understand the purpose of the work. Standards-based, personalized learning plans help students monitor progress towards standards and maximize their learning. Students will design and lead their conferences, make presentations, create digital presentations, engage with outside experts as audience members, and purse other methods of ensuring student voice drives the work. The overarching vision is for authentic, interest-driven work that shows progress. As a TK-14 design, the autonomy students display will grow and increase as they gain experience and self-competency.

Personalized Learning Plans and portfolios of student work will help close achievement gaps and implement a tiered, adaptive instructional experience that helps students succeed.

### **A. State Mandated Reporting**

Local Control Accountability Plan (LCAP). Pursuant to the California Education Code

Section 52060(d) under the Local Control Funding Formula (LCFF) Bostonia will prepare a Local Control and Accountability Plan (LCAP) describing how we intend to meet annual goals for all pupils, with specific activities and outcomes that will address state and local priorities identified.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Bostonia Global's annual pupil and school-wide goals to be achieved, pursuant to Education Code Section 47605(b)(5)(A)(ii), are described in the table below for the eight (8) State Priorities. This includes goals and specific annual actions to achieve those goals for all pupils and subgroups, as described in Education Code Sections 52052 and 52060(d).

To comply with LCAP requirements, Bostonia Global will address the LCAP law changes with a preliminary LCAP that will be prepared as required by state law. It will include an initial scope of the details for each and every goal that will be fully developed and aligned with stated petition goals and outcomes in the LCAP.

Bostonia Global will include clearly stated goals and outcomes from the petition and will ensure that these goals and outcomes are aligned and supported with more detail in the LCAP for its subsequent annual reviews.

Specifically, the LCAP will include a description of the annual goals to be achieved for each student group for each state priority. Goals will address each of the state priorities and any additional local priorities with some goals addressing multiple priorities. The LCAP will reflect the annual incremental actions, services, and expenditures towards the annual anticipated progress that Bostonia Global expects to achieve for each student group. These annual benchmarks will assist Bostonia Global and the community to monitor the progress of the plan.

Annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code §52060(d) will align to priorities of the community, district, and state.

### **ELEMENT THREE (C) – METHOD OF ASSESSMENT**

*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. - Education Code Section 47605(b)(5)(C).*

Bostonia Global students will participate in all state-mandated testing programs [i.e., Statewide academic testing, the California English Language Development Test (ELPAC), and the physical performance tests which are consistent with State accountability targets as defined by the California School Dashboard. The School will certify that its students have participated in the state-testing program in the same manner as other District students.

Bostonia Global believes all students can increase in their progress towards proficiency of the State Standards when offered appropriate curriculum, support, and time. Each student's individual abilities, interests, talents, language proficiency, and learning style will be supported in order to best instruct and assess for measurable student outcomes. Bostonia Global will utilize a wide variety of measures to assess the school's accomplishments and to gauge the overall effectiveness of its educational program and achieving our school-wide outcomes.

#### **A. Measurable Goals of the Educational Program**

*Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.*

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing. Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test (i.e., CAASPP, ELPAC) with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Charter School.

Students will work with advisors to identify how they will demonstrate their growth.

Examples include

- Student work samples
- Student self-evaluation
- Staff/family observations
- Student interviews
- Family/student conferences
- Student led conferences



- Teacher-created assessments
- Holistic writing samples
- Presentation protocols
- Exhibitions
- Exit Projects
- Family, student, and teacher observations
- Screening tests, checklists (math facts, reading fluency, etc.)
- Student progress reports
- Grade level assessments
- Other relevant student records or data
- Longitudinal studies
- Program audits/school self-studies
- Stakeholder surveys

## **B. Data Analysis and Reporting**

Data will be collected, analyzed, and reported in a timely manner as part of an aligned system of measurement that supports improvements in student learning. Staff development includes the developing the expertise to use data to understand student challenges and develop skills needed to individualize instruction, address student deficiencies, and modify program elements. Data will be used to monitor student progress and identify students for accelerated learning or those who need additional support.

This data will drive instruction, student support and enrichment, and promote continuous improvement of systemic growth. Administrators, teachers and students will use assessments to monitor academic growth of State Standards and the impact of learning opportunities. This approach will facilitate effective monitoring, evaluation and management of student achievement and support programs.

CAASPP and other State assessment data will be used to help the school plan growth plans.

All the monitoring systems will examine students as individuals and as groups. The School Accountability Report Card (SARC) will be disseminated annually and will provide a report of disaggregated data by subgroups (e.g. ethnicity, gender, English learners, socioeconomically disadvantaged students, and students with disabilities. Additionally data to improve the school's education program will include annual staff, student, and family surveys. The results of the surveys are reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports and test results. Feedback is given to stakeholders to indicate how the survey suggestions were used.

### *Progress Reporting*

Teachers will meet with families and students regularly at least once a trimester to discuss student strengths, needs, progress, and to identify learning goals and other factors that may impact student learning. The School will issue Report Cards and/or Progress reports a minimum of three times a year. All students will develop a portfolio of information, work samples, evaluations, and reflections on learning. Bostonia Global will maintain contemporaneous written records that document pupil attendance and shall make these records available for audit and inspection.

SSDP/LEA Plan. Bostonia Global's Single School District Plan (SSDP) Local Education Agency (LEA) Plan will describe the actions that Bostonia Global will take to ensure that it meets certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. The LEA Plan will summarize assessment data, school goals and activities and provide a summary of all existing state and federal programs to establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan will describe improvements in instruction, professional development, and identify prevention programs that will be used as a means for achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. The LEA Plan will consist of the following steps for plan development.

#### Step One: Measure the Effectiveness of Current Improvement Strategies

Bostonia Global will conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Bostonia Global will identify, review, and analyze data and all related information on factors such as educational practices, family and community involvement, professional development, support services, and resources that have an impact on student learning.

Step One: The following self-assessments will be used to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) and/or District Assistance Survey (DAS) – survey of status of implementation of the nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

#### Step Two: Seek Input from Staff, Advisory Committees, and Community Members

All constituencies: site administrators, teachers, families and community members and school committees or groups, e.g., school site council; English language advisory council, budget, gifted and talented education, special education, etc., will be consulted in the planning, development, and revision of the LEA Plan. The combined process will include the requirements of every program involved.

#### Step Three: Develop or Revise Performance Goals

Bostonia Global will use the five ESSA performance goals and/or other state developed goals and indicators to develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, research-based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

#### Step Four: Revise Improvement Strategies and Expenditures

Bostonia Global will identify the participants, expected performance gains, and means of evaluating gains with specific improvements and practical monitoring of their implementation and effectiveness described.

Bostonia Global will identify all available resources through the Consolidated Application for funding of district-operated programs (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for school-operated programs (including Title I, Parts A and D, Title III, Title V, School Improvement, and Economic Impact Aid).

#### **ELEMENT FOUR (D) – GOVERNANCE STRUCTURE**

Bostonia Global is a dependent charter of the Cajon Valley Union School District (the District). As a dependent charter, the school functions as a legal arm of the District. Ultimate control over the school will rest with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;

- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;

- selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;

- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

These policies will be submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Bostonia Global will establish a School Advisory Board (SAB). The SAB's composition will include the principal, teachers and other staff, families, and may also include community members and students. The SAB will develop a set of comprehensive, written bylaws that document the SAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The SAB will ensure families of the students will be actively involved in the governance of the school through family leadership on the SAB, family surveys and questionnaires, interviews, and involvement on action teams. Bostonia Global involves families in creating a vision, maintaining their input for plans for school-wide change, and is actively involved in a culture which supports participation of families in monitoring and ensuring progress for student achievement.

## **ELEMENT FIVE (E) – EMPLOYEE QUALIFICATIONS**

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

### **A. Assurances**

Bostonia Global agrees to comply with the provisions of Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional employees of charter schools. The charter school will conform to the legal requirement that all teachers 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. Bostonia Global will maintain current copies of all teacher credentials and will be made readily available for inspection and disclosure of credential and certificate status. The Executive Director, School Director, and the Office Manager have the responsibility to monitor teacher credentials. Paraprofessional employees (TAs) will assist with instruction and will also meet the minimum Every Student Succeeds Act (ESSA); AA degree or have completed two years of college with a minimum of 60 semester units from a college or university. Bostonia Global will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of fully credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, Careerbuilder.com and other local vehicles. The Charter School will comply with all state/federal laws regarding background checks and clearance of personnel.

### *Equal Employment Opportunity*

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

### *ESSA and Credentialing Requirements*

Bostonia Global shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California

Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection. Bostonia Global Charter School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional and non-instructional support capacities concurring with the philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1),

## **B. How Hiring Decisions are Made**

The governing Board will hire the School Principal. The Principal will hire the Business Director, the operations staff, and all the teaching and instructional program staff in consultation with the governing Board.

Employees will comply with all applicable State and Federal laws regarding background checks and clearance of all personnel and with all State and Federal mandates and legal guidelines relative to Every Student Succeeds Act (ESSA). The Charter will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. All personnel will be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and Live Scan safeguards, and submit tuberculosis (TB) test results to provide for the health and safety of Bostonia Global's administrators, teachers, staff, and students. Bostonia Global will maintain a current copy of the teacher's certificates on file, available for audit, along with a record of their fingerprinting and background screening, and a current tuberculosis (TB) test. Employees of Bostonia Global Charter School will also be CPR/first aid trained. The Charter is a school of choice and no employee will be forced to work there.

## **C. Qualifications and Duties**

The School will seek particularly well-qualified teachers that also demonstrate high commitment to school's vision and mission. The School will avail itself of any and all credentialing methods approved by the State of California, as needed. This includes the development of or participation in a charter intern program consistent with standards established by the California Commission on Teacher Credentialing. Employees will be held accountable to the provisions of the Charter and the identified program outcomes.

Employees will demonstrate an on-going and consistent:

- Commitment to the goals of the school.
- Sensitivity to and understanding of working in a diverse, multicultural, and multiethnic

student and community environment.

- Acceptance of a climate of change, innovation, and accountability to promote student achievement.
- Dedication to a program of continuous personal and professional growth.
- Promotion to the success of all employees in achieving personal and organizational goals.
- Commitment to developing personal technology skills/goals and the integration of technology into the curriculum.
- All staff shall exhibit the following leadership traits:
  - Is accessible to all in the community including teachers, staff, families, and children
  - Acts with fairness, integrity, and respect for diversity o Leads collaboratively at every level of the school
  - Is knowledgeable of the educational and/or business practices that will fulfill our
  - school's mission
  - Utilizes all available financial and human resources to maximize student
  - performance

## **ELEMENT SIX (F) – HEALTH AND SAFETY**

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 Section 44237. - Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Bostonia Global will adopt and implement full health and safety policies and procedures. The health and safety procedures will include the safety topics listed in subparagraphs (A) to (H) below, inclusive of procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1 of every year. Bostonia Global will adopt risk management policies in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Bostonia Global's student and staff handbooks and will be reviewed on an ongoing basis by the School Principal and Board of Trustees. The Charter School shall ensure that the staff is trained annually on the health and safety policies. A copy will be provided to the District.

### **A. Background Checks**

As required by Education Code Sections 44237 and 45125.1, the Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The Bostonia Global board president will monitor the fingerprinting and background clearance of the Principal.

### **B. Role of Staff to Report Child Abuse**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Bostonia Global adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault



- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury o
- Abuse in out-of-home care

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

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or City of San Diego County Sheriffs Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the guardian.

### **C. Immunizations and TB Testing**

All enrolled students, staff and volunteers will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.. Records of student immunizations shall be maintained to the extent required for enrollment in public schools, and staff shall comply with County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

### **D. Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring

medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide families with one week's notice to alert them that additional medication is needed.

### **E. Health Screenings and Prevention**

Vision, Hearing, and Scoliosis. Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes. The Charter School will provide an information sheet regarding type 2 diabetes to the parent of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Blood Borne Pathogens. The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. Drug Alcohol, and Smoke Free Environment. The Charter School shall function as a drug, alcohol, and smoke-free environment.

### **F. Emergency Preparedness**

Bostonia Global will have a comprehensive Health, Safety and Emergency Plan in place for the operation of the Charter School. The Charter School will ensure that staff are

trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

**Disaster Drills.** Disaster drills will be conducted at least once once a trimester.. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

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

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

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are

given official clearance to do so by the administrative staff.

**Bomb Threats.** The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and/or families.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

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

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

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

Students will remain with their teachers at the designated evacuation site until the

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

**Staff Responsibilities.** All employees are responsible for their own safety, as well as that of others in the workplace. Bostonia Global will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Bostonia Global is responsible, the employee will bring it to the attention of their supervisor or administration immediately. The Director will arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem. Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

## **G. Facilities and Building Code**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). The school will maintain on file readily accessible records documenting such compliance. The Principal or designee will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

## **H. Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin,

ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

#### **I. Family Educational Rights and Privacy Act (FERPA)**

The Bostonia Global, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

#### **J. Immigration Policy.**

Bostonia Global will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General. Existing law states the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state. Existing law prohibits discrimination on the basis of those specific characteristics in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. Existing law requires the State Department of Education to assess whether local educational agencies have taken certain actions related to educational equity, including adopting a policy that prohibits, and adopting a process for receiving and investigating complaints of, discrimination, harassment, intimidation, and bullying based on those actual or perceived specified characteristics.

## **ELEMENT SEVEN (G) – RACIAL AND ETHNIC BALANCE**

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

### **A. Community Outreach Plan**

Bostonia Global will use a variety of free and paid strategies to reach the racial and ethnic balance reflective of the CVUSD or surrounding community. We will communicate with local and hard-to-reach families, organizations, and community leaders about our school.

Prior to its first year of operation, Bostonia Global will spend considerable time recruiting to fill its initial applicant pool. In the first year, mailers will be sent by direct mail to recruit applicants of diverse backgrounds and distributed to recruit 198 students. Numerous key locations in the target community have been identified to contact hard-to-reach members of the community. These key locations include preschools and private schools, and community centers.

Brochures and fliers will be created in English, Spanish, and Arabic given the high percentage of Spanish and Arabic primary language speakers there are in the community; outlining our mission and vision for the school, and providing invitations to community information meetings.

The School will each year, at a minimum, do the following as it strives to maintain a racial and ethnic balance of incoming students that reflects the general population of the entire school District:

- o Expend at least 20 hours of staff time annually in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds.
- o Announce the School's interest in seeking students in publications for such purposes.
- o Expend at least \$1000 annually on print and electronic media, flyers and direct mail to recruit applicants of diverse backgrounds.

The School will establish an open enrollment period of at least 30 consecutive days each year within the months of January through June. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This information will be included in the recruitment materials, advertisements, and forums mentioned above.

### **B. Racial and Ethnic Diversity Reflective of the District**

Bostonia Global Charter School seeks a diverse student body that reflects the racial,

ethnic, and economic diversity of the general population residing within the District. Should Bostonia Global receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all State laws using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery. Applications for the following school year will be accepted beginning in January.

The School will maintain records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment materials will include information about admission application document requirements.

Bostonia Global will be nondiscriminatory, nonsectarian in its programs, admission policies, employment practices, and all other operations.



## **ELEMENT EIGHT (H) – ADMISSION REQUIREMENTS**

Admission requirements, if applicable. - Education Code Section 47605(b)(5)(H).

Bostonia Global Charter School assures that it will not charge tuition, nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that are contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter will adhere to all State and Federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. The Charter assures that there will be an open enrollment period with no specific requirements for admission (e.g., minimum grade point average, test scores discipline records, etc.) as outlined in Education Code 47605(d)(2)(A) and will enroll all students who wish to attend to the extent that space will allow.

### **A. Non-discrimination**

Bostonia Global will admit all students who wish to attend the school up to capacity, and at that point will be placed on a waiting list in order to be drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Admissions in Bostonia Global will not be determined by the student's place of residence, or of his/her guardian, within this State as provided in Education Code Section 47605(d)(2).

The Charter School shall not require a legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, sexual orientation, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Bostonia Global shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

McKinney-Vento Homeless Assistance Act. Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free,

appropriate public education as provided to other children and youths. Bostonia Global will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying families that the school is open to enroll and provide services for all students which shall include a contact information to access additional information regarding enrollment.

## **B. Admission Requirements**

Bostonia Global is a school of choice. When applying for admissions, a complete application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public random drawing. Bostonia Global will have open enrollment from January to March each year.

The Charter School's Outreach Plan described in Element 7 will be utilized and implemented to make sure that families and the community are aware of enrollment and lottery dates. In addition, the school will utilize its existing family database to communicate directly with families to inform them of the new application dates by mail, email, or texts

The application process for Bostonia Global is comprised of the following:

- Completion of Student Enrollment Form
- Proof of Immunizations o Home Language Survey
- Completion of Emergency Medical Information Form
- Parent and student signatures on the Home and School Compact

Bostonia Global will endeavor to accommodate all students who apply for admission.

For applicants to qualify for admission:

- The student and a guardian must together attend one complete Bostonia Global orientation session. These sessions will be held at convenient times. They will detail what the School expects of the student and his or her family as well as what the student and family should expect of the School.
- A guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.
- The student and a guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the School's student handbook.
- A student seeking admission to any grade within Bostonia Global must be successfully promoted from their prior grade.

All qualified applicants from the open enrollment period become members of the School's applicant pool. Grade levels K-2nd grade shall be filled in priority order, then grades 3 through 5. Applicants will be admitted in the order their names are drawn

from a lottery drawing. After capacity has been reached for that grade, names shall be placed on a waiting list, again in the order they are drawn. Sibling applicants shall be drawn individually and then given the same placement on the waiting list in their respective grades. Should a grade level lottery pool consist of less than 40% of one gender or the other, that pool shall be split into two pools, one for each gender and a name shall be taken from each gender in repeating cycles, starting with the underrepresented gender.

An adult citizen of good standing, not otherwise employed by the School, will testify in writing, under penalty of perjury, that he or she personally witnessed each lottery pursuant to the above, and that each was random, public, and conducted as advertised.

Students not admitted because of space limitations will be placed on a wait list. The wait list shall begin at the end of the enrollment period when the classroom spaces become full. Once spots are full, the order of students on the waiting list will also be by lottery. As space becomes available during a school year, the School will mail a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter will give the applicant five full business days from receipt of the letter to notify the School Director or clerk, verbally or in writing, of the applicant's intentions. The School will also attempt at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the School will eliminate the applicant from the pool and proceed to the next eligible applicant. All waiting lists extinguish annually at the end of the School's formal academic year.

The School will maintain records of the above activities.

Students, once admitted, will participate in an academic assessment to inform the staff of appropriate academic placement.

### **C. Lottery Process.**

The lottery will take place on the Bostonia Global campus in a room large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school. Prior to filing an application, the prospective student with a guardian is encouraged to attend an orientation and furthermore, both students and families must sign an agreement stating that, if drawn, they are choosing to come to the school of their own free will. Preferences will be extended to potential students in the following order:

- o Students residing within the CVUSD boundaries as indicated by Education Code section 47605(d)(2)(B)

- o Sibling(s) of a current student
- o Children of Founding Board members and current employees, not to exceed 10% of the school's total enrollment
- o All other students

The lottery shall draw names from pools of ballots differentiated by grade level.

Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery. The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the guardians of students promoted off of the waiting list by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.

## **ELEMENT NINE (I) – PROTOCOL FOR FINANCIAL AUDITS**

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

### **A. Annual Independent Audit**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

### **B. Reports to District**

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request. The following reports will be submitted to CVUSD, in the required format and within timelines to be specified by CVUSD, each year:

- Provisional Budget – Spring prior to operating fiscal year b. Final Budget – July of the budget fiscal year. The budget will include the cost of the annual audit.
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year e. Unaudited Actuals –

July following the end of the fiscal year

- Audited Actuals – December 15 following the end of the fiscal year o In addition:
- P1 first week of January o P2 first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction o Other reports as requested by the District

## **ELEMENT TEN (J) - STUDENT SUSPENSION AND EXPULSION**

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

### **A. General Provisions**

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Ed. Code § 47605(b)(5)(J).

Bostonia Global shall provide due process for all students, including adequate and timely notice to guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Bostonia Global shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Bostonia Global shall ensure that its staff is knowledgeable about and complies with the District's Discipline Policy and/or current equivalent policy, as required by the

Modified Consent Decree.

Bostonia Global shall be responsible for the appropriate interim placement of students during and pending the completion of the school's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Bostonia Global shall document and implement the alternatives to suspension and expulsion that Bostonia Global will establish and utilize in response to attendance-related concerns, e.g. truancy or excessive tardiness.

## **B. Students with Disabilities.**

Bostonia Global shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Bostonia Global shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the CVUSD Special Education Services.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Bostonia Global shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a manifestation link determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Charter School's failure to implement 504?

### *Notification of Expulsion*

Bostonia Global will work directly with CVUSD on all matters related to expulsion:

- completed expulsion documentation as required from the CVUSD
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of notice of expulsion hearing
- copy of expulsion notice provided to family stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in



compliance with IDEA

- if the student is eligible for Section 504 accommodations, documentation that Bostonia Global conducted a manifestation determination meeting to address two questions:
  - Was the misconduct caused by, or directly and substantially related to the student's disability?
  - Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation will be sent to the student's district of residence, if the student is a resident of a school district other than CVUSD, Bostonia Global must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

#### *Outcome Data*

Bostonia Global shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation. Pupils who are expelled from Bostonia Global shall be given a rehabilitation plan upon expulsion as developed by Bostonia Global's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform families in writing of its processes for reinstatement and applying for expungement of the expulsion.

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

Reinstatement. Bostonia Global's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding

the rehabilitation plan. Bostonia Global is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner

### **C. School Climate and Student Discipline System**

Bostonia Global's goal is to provide a school climate that is safe, supportive and nurturing for each student. All students have a right to learn while attending a safe school. As such, a student discipline system that addresses prevention, early intervention, school-wide positive behavior support, and consistent expectations as well as appropriate consequences for behavior is a necessary part of school life. Bostonia Global's student discipline system focuses on the implementation of a school-wide positive behavior intervention and support system that helps to prevent the occurrence of problem behaviors that may result in disciplinary actions. This student discipline system includes a multi-tiered approach that is implemented by school staff through: school leaders actively supporting the implementation of school-wide positive behavior interventions and supports; teaching and consistently reviewing school-wide rules and behavioral expectations; teaching and modeling appropriate social and behavior skills; reinforcing appropriate student behaviors; using effective classroom management strategies; providing early intervention for inappropriate behaviors; collaborating and communicating regularly with families regarding behavioral expectations, individual student behavior plans, student progress, and any necessary consequences, such as suspension or alternatives to suspension referred to.

The goals of Bostonia Global's student discipline system are to:

- Promote student self-discipline, independence and mutual respect for others;
- Model, teach and encourage socially appropriate behavior so that students will be happy and successful in the real world.
- Maximize learning time by decreasing the number of office referrals and suspensions;
- Monitor and correct student misconduct through positive behavioral interventions;
- Analyze student behavioral data to further guide the development and implementation of school-wide behavioral supports and interventions.

Behavioral Interventions. Students who engage in misconduct will be provided with a behavioral response to intervention through student self-reflection sheet called a Behavior Report or a Behavior Contract to support self-monitoring for incremental change and data collection or a Student Study Team referral process. Through this referral process students with behavioral difficulties will further behavioral intervention support and staff will continue to monitor progress through data collection.

#### *Suspension Alternatives.*

Alternatives to suspension include consequences that are identified as appropriate

responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid future misconduct. Alternatives to suspension may include but is not limited to:

- Changes in student's schedule tailored to students' needs
- Implementation of a behavior monitoring system
- Implementation of a behavioral contract including reinforcers for success and consequences for continued problems, such as loss of privileges (eg: short-term loss of recess or class/school-wide fun activities that must be earned through positive behavior) or restoration (eg: apologizing to the person they hurt, cleaning up a mess they made, fixing something they broke, or writing a paragraph on bullying to present during anti-bullying activities).
- Referral to group or individual counseling
- Instruction in social-emotional/behavioral skills
- Use of problem-solving approach to assist student in identifying the problem and possible appropriate solutions.

Professional development. Professional development in the area of school-wide positive behavior support is provided to all staff members on an on-going basis. Professional development for school staff may include topics such as: classroom management, using a problem-solving approach to discipline, managing student behaviors, creating positive classroom culture, and creating positive behavior support plans.

#### **D. Suspension and Expulsion Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe

discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### *In-School Suspension.*

During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by an adult and required to complete his/her class work. Parents are notified via telephone of an in-school suspension. In-school suspensions shall not exceed 2 days per incident and a total of 10 days per student per year.

#### *Out-of-School Suspension and Expulsion.*

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or a School sponsored event, occurring at anytime including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- b) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

## **E. Enumerated Offenses**

1. Out-of-School-Suspension - Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the

false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the

purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Principal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is

designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### F. Suspension Process (Out-of School)

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her family and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two 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. No penalties may be imposed on a pupil for failure of the pupil’s guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s guardian at the conference.

##### 2. Suspension Time Limits/Recommendation for Expulsion

Suspensions, 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 Principal or designee upon either of the following will make this determination: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results

of an expulsion hearing.

#### G. Expulsion Process

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

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director 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 Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 student and the student's 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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student or the student's guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses. The Charter 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion 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 entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a family, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**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.

**Presentation of Evidence.** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact

and a written recommendation to the Board of Trustees, which will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel. The Principal or designee, following a decision of the Board of Trustees to expel, shall send written notice of the decision to expel, including the Board of Trustees' adopted findings of fact, to the student or guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal. The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Trustees' decision to expel shall be final.

Involuntary Student Disenrollment, Dismissal, or Transfer. No student shall be involuntarily removed by the Charter School for any reason unless the guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action.

Expelled Pupils/Alternative Education. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with guardians as requested by guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **H. Process for Rehabilitation and Readmission**

Rehabilitation Plans. Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees 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 Charter School for readmission.

#### *Readmission.*

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Principal or designee 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 or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### **I. Special Procedures for Students with Disabilities Notification of District.**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

#### **1. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination.

b. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the family, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the families to determine:

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

2. If the Charter School, the family, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
3. If the Charter School, the family, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
  - a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
  - b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
  - c. Return the child to the placement from which the child was removed, unless the family and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
3. If the Charter School, the family, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### *Due Process Appeals.*

The family of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education by utilizing the dispute provisions of the IEP/504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the family or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the family and the Charter School agree otherwise.

### *Special Circumstances.*

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

### *Interim Placement.*

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting. The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

### *Procedures for Students Not Yet Eligible for Special Education Services .*

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The family has expressed concern in writing, or orally if the guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The family has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

a If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

b If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the families; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

c The Charter School shall not be deemed to have knowledge that the student had a disability if the family has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **ELEMENT ELEVEN (K) – EMPLOYEE BENEFITS**

*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. - Education Code Section 47605(b)(5)(K).*

### **A. Retirement Program**

Teachers will be employees of Cajon Valley Union School District and will participate in the State Teachers Retirement System and may elect to participate in the Public Employees Retirement System and/or 403(b) or 401(k) plans and coordinate such participation, as appropriate, with the Social Security System or other reciprocal system.

The employer will contribute as required by STRS and Social Security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits.

Cajon Valley Union School District will provide the employee handbook and other employee documents that detail the rights and responsibilities of all employees including, but not limited to, job descriptions, leaves, health benefits, "at-will" agreement terms, and so forth. The School's Board of Trustees will set employee compensation and employee benefits.

## **ELEMENT TWELVE (L) – PUBLIC SCHOOL ALTERNATIVES FOR STUDENTS**

*The public school attendance alternatives for students residing within the district who choose not to attend charter schools. - Education Code Section 47605(b)(5)(L).*

Bostonia Global is a school of choice. No student is required to attend. Students choosing not to attend Bostonia Global may attend other public schools within their home school district. The School will provide information about attendance alternatives to inquiring families or students. Transportation is the responsibility of families who choose to attend Bostonia Global.

### **ELEMENT THIRTEEN (M) – RETURN RIGHTS OF EMPLOYEE**

*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. - Education Code Section 47605(b)(5)(M).*

No Cajon Valley Union School District employee shall be required to work at Bostonia Global. Job applicants for positions at Bostonia Global will be considered through an open process and, if hired, will enter or continue with an employment agreement with the school district. Persons employed by the Charter School will be considered employees of the District. Working conditions which may be unique to this setting and require clarification for expectations will be expressed in an Elect to Work Agreement. This agreement will identify any expectations or job differences outside of the collective bargaining agreement. Union representatives will work with the district to draft such a document if needed to ensure all participants are aware of any expectations that may be unique to the school, and engage employees in the feedback process for the document.

## **ELEMENT FOURTEEN (N) – DISPUTE RESOLUTION**

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

The District and Bostonia Global will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event of a dispute between the School and the District regarding the terms of this charter or other issue regarding the School's and the District's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. The dispute resolution process permits oral notice, followed immediately by written notice.

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 30 business days, or longer if both parties agree, of sending written correspondence, a School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, a School representative and a District representative shall meet again within 10 business days, or longer if both parties agree, to identify a neutral, third-party participant to assist in dispute resolution. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the School and District jointly agree to bind themselves.

Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The School and the District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and



safety of the School's pupils. In such event, the District reserves the right to take any action it deems appropriate and the School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the School's pupils.

Complaints to the District relating to the operation of the School and not to the terms of this charter or other issue regarding the School's and the District's relationship will be resolved as set forth below.

The District agrees to refer all complaints regarding operations of Bostonia Global to the School's Principal for resolution in accordance with the School's adopted policies. In the event that the School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the School unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the District Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of school as required by law.

The Bostonia Global Board of Trustees will adopt policies and processes for airing and resolving disputes (other than those between School District and Bostonia Global relating to provisions of this charter or the relationship between them).

## **ELEMENT FIFTEEN (O) – CLOSING PROCEDURES**

*The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of student records. - Education Code Section 47605(b)(5)(P).*

Should the Charter School cease operation, the closure of the School will be documented by an official action of the Bostonia Global Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will notify families, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will ensure that the notification to the families and students of the Charter School of the closure provides information to assist families and students in locating suitable alternative programs. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. As applicable, the Charter School will provide families, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. All State assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

The charter will comply with all portions of EC 47605 (b)(5)(P), including the requirement that there shall be "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.” Any grant funds and restricted categorical funds shall be returned 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. District property that is transferred to the charter school together with the facilities remains District property, is not an asset of the charter school, and must be returned to the District when the school closes.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. Accordingly, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. Finally, the Charter will complete and file any annual reports required pursuant to Education Code section 47604.33.

The Principal will be responsible for executing the closure procedures.

## **Other Charter Elements**

### **A. Facilities**

*The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. - Education Code Section 47605(g).*

The school will operate at the school site currently identified as Bostonia Language Academy, 1390 Broadway, El Cajon, California.

Bostonia Global will develop a safety and disaster plan appropriate to the school site that includes practice drills and procedures for safety, natural disasters, and other emergencies.

The Charter School agrees that occupancy and use of CVUSD facilities shall be in compliance with applicable laws and CVUSD policies for the operation and maintenance of CVUSD facilities and furnishings and equipment. All CVUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which CVUSD observes. In the event of an emergency, all CVUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent the Charter School from conducting its educational programs. If the Charter School will share the use of CVUSD facilities with other CVUSD user groups, the Charter School agrees it will participate in and observe all CVUSD safety policies (e.g., emergency chain of information, participate in safety drills).

### **B. Administrative Services**

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

The Principal will assume the lead role and responsibility for administering the Charter School under the policies adopted by the Board of Trustees. The petitioners anticipate that the Charter School may purchase back office services from the District including, but not limited to, financial management, accounts payable/receivable, payroll, human resource support, and food services.

The Charter School may also contract with qualified third parties for such services. The specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services

The District may charge for the actual cost of supervisorial oversight of the School pursuant to Education Code Section 47613

Bostonia Global will adhere reporting requirement and provide the following reports as required by law:

- CBEDS (California Basic Educational Data System).
- ADA (Average daily Attendance) Reports J18/19. o SARC (School Accountability Report Card).

The Bostonia Global Board of Trustees will meet routinely to review Charter's profit and loss Statements, cash flow projections, reports of budget to actual results, and balance sheets. It will also address audit deficiencies, if any, formal or informal, and determine the means for resolving any such deficiencies in a timely fashion

### **C. First - Five Year Operational Budget, Including Start-Up Costs**

*The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(g).*

Cajon Valley Union School District will act as the fiscal entity that sets, manages, and oversees the operational budget. Autonomy for this indirect funded, dependent charter will be in the areas of curriculum, scheduling, staffing, and site-based budgets.

Services and support typically provided to non-charter District schools shall reflect the level and degree of support given to Bostonia Global Charter School. Staffing levels for teachers, support staff, and support programs will be consistent with the Cajon Valley Union School District standard

Per pupil funding from appropriate local, state, and federal sources shall be provided to the Charter in a manner commensurate with California charter law (direct block grant funding) or any subsequent California legislation on charter school funding. This shall not include District capital funds, developers' fees, or bond/certificates of participation proceeds.

In return, Bostonia Global Charter School, by choice, shall contract for all programmatic and operational services provided to non-charter schools in the District. This shall include full reciprocity and District status for Bostonia Global Charter School employees, who will be compensated according to District salary schedules. Cost of these services (aka mega cost center chargeback) shall be all Charter School revenue less the normal rate of discretionary funding provided a non-charter school in the District. Fiscally, Bostonia Global Charter School will mirror non-charter District schools in number of days of instruction, employee work days, salary schedules and benefits, and amount of discretionary funds. Application for other Federal and State funds will be made to the State by Bostonia Global Charter School and subsequently, Bostonia Global Charter School will be entitled to the revenue generated by the funds. Cajon

Valley Union School District shall directly assist the charter school with application for these funds.

For budgets associated with grants, fundraising, and discretionary spending, Bostonia Global will use the ideology of direct democracy,

Participatory Budgeting brings the community together to make a difference that is based on immediate and local priorities. Those that participate construct a worthwhile idea that benefits the school community. The school will engage all stakeholder in participatory budgeting whenever appropriate: students, families, mentors and staff are invited to vote for their top two choices.

The District financial operations office will annually prepare and submit the following reports to the County Superintendent of the schools as prescribed in education code section 47604.33:

- On or before July 1, a preliminary budget, a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

## Appendix A: Model Competencies from Odyssey STEM Academy

The following competencies represent a model for student demonstrations of learning.

### What Scholars Demonstrate

Scholars demonstrate progress toward graduation using trimester exhibition milestones and ongoing competencies.

### Communication and Collaboration

Collaboration Milestone - I participate in collaborative discussions with others to deepen my understanding, expand my perspective, and solve problems.	
Collaboration Competencies	
<b>Collaborative Discussions</b> I initiate and participate in rich collaborative discussions with peers and community members. I contribute accurate and relevant information to conversations applying an understanding of group dynamics with small and large groups.	<b>Diverse Perspectives</b> I expand understanding by actively listening, asking questions, empathizing with others and developing ideas. I synthesize diverse ideas to meet a collective goal that respects social influences, beliefs, and behavior across communities.
<b>Communication Strategies</b> I apply appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior.	<b>Solutions and Critical Conversations</b> I engage in critical conversations to solve authentic problems.
Understanding Milestone - I construct my understanding about topics through the analysis of multiple, varied, and complex sources.	
Understanding Copetencies	
<b>Multiple Sources</b> I synthesize multiple and diverse sources to inform understanding of subjects under investigation. Sources may include media, novels, short stories, articles, research papers, websites and plays.	<b>Read for Understanding</b> I read widely and deeply from a broad range of texts that are increasingly challenging over a wide range of topics.
<b>Text Analysis</b> I comprehend, analyze and evaluate a wide range of literary and informational texts. Texts may include media, novels, short stories, articles, research papers, websites and plays.	
Expression and Representation Milestone - I creatively express myself while adapting to the purpose and audience.	
Expression and Representation Competencies	

<p>Idea Generation</p> <p>I think creatively, using a range of idea-creation techniques, and elaborate, refine, and evaluate the resulting ideas.</p>	<p>Inventive Thinking</p> <p>I use original, creative thinking to solve problems in various disciplines and contexts. I use flexible thinking, adapting my own perspective to solve problems.</p>
<p>Language Use</p> <p>I discern audiences and use language that skillfully and clearly communicates meaning by applying contextually appropriate use of rhetoric, including grammar, word choice, tone and fluency.</p>	<p>Verbal Expression</p> <p>I speak clearly to inform and express ideas with presence and purpose.</p>
<p>Organization</p> <p>I intentionally structure writing to support a coherent and creative development of ideas across genres.</p>	<p>Reflective and Adaptive Communication</p> <p>I engage in the collaborative revision process. I seek feedback and actively reflect to increase clarity and impact. I reflect and adapt communication strategies based on intended purpose and audience to make an impact.</p>
<p>Products and Performances</p> <p>I create original, well-crafted, high quality products or performances.</p>	
<p>Evaluation and Research Milestone - I conduct academic research through</p>	
<p>Evaluation and Research Competencies</p>	
<p>Investigation</p> <p>I investigate the world deeply with heart and head through interdisciplinary and disciplinary study. I ask thoughtful questions and seek answers. I identify, gather, evaluate, and consider multiple perspectives to make informed decisions.</p>	<p>Citation</p> <p>I cite sources with accepted methods.</p>
<p>Expert Review</p> <p>I solicit expert feedback for use in the revision process.</p>	<p>Others' Research</p> <p>I demonstrate understanding of plagiarism and the value of compiling others' research</p>
<p>Source Evaluation</p> <p>I evaluate the credibility of sources.</p>	<p>Bias</p> <p>I understand and demonstrate awareness of bias.</p>



## Empirical Reasoning

Design and Conduct Investigations Milestone I experience phenomena, make observations, and collect data through investigations.	
Design and Conduct Investigations Competencies	
<b>Phenomenon Observation and Questioning</b> I observe phenomena using senses and instruments enhancing these senses. I pose questions or define problems about phenomena that can be tested, distinguishing between an empirical question and a non-empirical question.	<b>Constraints and Specifications</b> When defining questions or problems, I ask questions about the constraints and specifications of possible solutions.
<b>Experimental Design</b> I design investigations that isolate variables and use controls to produce data that is used to answer questions about a phenomenon.	<b>Empirical Investigations</b> I design empirical investigations to collect data. I determine what data to collect, what tools are appropriate for collection of data and how measurements will be recorded. I decide how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables.
Patterns, Relationships, and Analysis Milestone - I make sense of patterns and relationships in observations and data through representation, analysis, and interpretation.	
Patterns Relationships, and Analysis Competencies	
<b>Evidence</b> I acquire empirical evidence to construct and refine explanations, arguments or models of phenomena.	<b>Patterns of Evidence</b> I distinguish patterns of evidence that do and do not support conclusions.
<b>Correlation vs Causality</b> I recognize patterns in data that deserve further investigation, distinguishing between causal and correlational relationships.	<b>Relationships and Quantities</b> I express relationships and quantities appropriately.
<b>Dimensional Quantities and Units</b> I recognize dimensional quantities and use appropriate units.	
Modeling and Explanations Milestone - I construct models and causal explanations of phenomena using evidence and reasoning.	
Modeling and Explanations Competencies	

<p>Limits and Precisions of Models</p> <p>I represent phenomena with multiple types of models, recognizing and expanding on the limits and precision of each.</p>	<p>Computer Simulations</p> <p>I use computer models to develop understanding, investigate questions, and define problems, which would otherwise not be possible.</p>
<p>Empirical Evidence and Models</p> <p>I use primary or secondary empirical evidence and models to support or refute explanations.</p>	<p>Predictions</p> <p>I understand that predictions, explanations or thinking can be revised on the basis of new evidence and information.</p>
<p>Critique, Argumentation, and Revision Milestone - I revise ideas, models, and explanations through critique and argumentation.</p>	
<p>Critique, Argumentation, and Revision Competencies</p>	
<p>Engaging in Argument from Evidence</p> <p>I construct an empirical argument that uses reasoning to show how evidence supports a claim.</p>	<p>Investigation Conclusions</p> <p>I evaluate the validity and reliability of the claims, methods, and/or designs that appear in scientific or technical reports.</p>
<p>Weaknesses in an Argument</p> <p>I identify possible weaknesses and flaws in my own arguments, responding and improving arguments based on criticism.</p>	<p>Controversy in Science, Social Sci., &amp; other Disciplines</p> <p>I explain the nature of the controversy around an idea, understanding how knowledge is judged by the community.</p>

## Quantitative Reasoning

Thinking Like A Mathematician - I make sense of phenomena and construct a valid mathematical argument, to convince myself and other people that something is true.	
Thinking Like A Mathematician Competencies	
<p style="text-align: center;">Conjecture and Test</p> <p>I experiment and play with situations and ideas. I look for patterns and wonders about what might ALWAYS be true. I ask questions like “What if?” “Will this always happen?” “Why is this happening?”</p>	<p style="text-align: center;">Justify and Prove</p> <p>I use deductive reasoning and logical statements in support of or against a mathematical claim.</p>
<p>Mathematical Authority</p> <p>I author mathematical ideas, rules, and formulas. I decide (with the input of others) what is true and untrue on the basis of the reasoning of the argument.</p>	
Algebra Milestone - I recognize and analyze patterns, study and represent relationships, generalize, and analyze how things change.	
Algebra Competencies	
<p style="text-align: center;">Doing and Undoing</p> <p>I understand algebraic thinking often involves reversibility or being able to undo mathematical processes as well as do them.</p>	<p style="text-align: center;">Function Rules</p> <p>I organize data into patterns to bring out hidden meaning.</p>
<p style="text-align: center;">Expressions and Equations</p> <p>I write or rearrange expressions to bring out hidden meaning.</p>	<p style="text-align: center;">Applying Functions</p> <p>I think quantitatively about real world phenomena and a context for studying relationships and change.</p>
<p>Multiple Representation</p> <p>I create and use multiple representations to solve problems (graphically, symbolically, situationally, and verbally).</p>	
Geometry Milestone - I interpret real world phenomenon using geometric models.	
Geometry Competencies	
<p style="text-align: center;">Geometric Diagrams</p> <p>I use diagrams to illustrate geometric thinking.</p>	<p style="text-align: center;">Changes and Stability</p> <p>I understand geometry is about working variances and invariance and not theorems.</p>
<p style="text-align: center;">Definition</p> <p>I develop definitions central to geometry based on the attributes of shapes and objects.</p>	<p style="text-align: center;">Proofing</p> <p>I understand a proof is the endpoint of a process.</p>
Statistics & Probability Milestone - I analyze and interpret data distribution to better understand a real-world phenomenon and see how situations affect chance.	

Statistics & Probability Competencies	
<p>Constructs Models</p> <p>I construct models to demonstrate that data consists of structure and variability.</p>	<p>Variability</p> <p>I compute, analyze, and interpret variability in various data displays and sets.</p>
<p>Hypothesis</p> <p>I interpret data to test hypotheses.</p>	<p>Data Visualization</p> <p>I create and/or interpret various forms of data displays (infographics, etc.) and use those to evaluate claims and identify assumptions and bias.</p>
<p>Chance &amp; Probability</p> <p>I recognize how conditions or assumptions affect the computation of chance.</p>	

## Social Reasoning

Critical Issues and Events Milestone - I analyze past and present events to critical issues and make claims about the future.	
Critical Issues and Events Competencies	
<p style="text-align: center;">Current Events</p> <p>I read, interpret, and reflect upon contemporary and global events to analyze causes, effects, and the linkages between human decisions and consequences.</p>	<p style="text-align: center;">Historical Thinking</p> <p>I make meaning of past events by sourcing, contextualizing, corroborating and using close reading methods associated with historical inquiry.</p>
<p>Past, Present, Future</p> <p>I use the understanding of the past and present to develop a well-formed hypotheses about potential future events and conflicts and propose solutions to address future problems.</p>	
Geography and Environment Milestone - I analyze the interaction between people and their environment to make connections and examine impact.	
Geography and Environment Competencies	
<p style="text-align: center;">Geographic Information</p> <p>I understand and apply geographic information and global connections to interpret events.</p>	<p style="text-align: center;">Political Impact</p> <p>I demonstrate how geography and resource distribution affect economics, social patterns and politics.</p>
<p style="text-align: center;">People and Their Environment</p> <p>I interpret geographic information to demonstrate an understanding of the relationship between people and their environment.</p>	<p style="text-align: center;">Equity and Access</p> <p>I interpret the relationship between people and their environment to demonstrate an understanding of how equity, access, and opportunity are impacted.</p>
Institutions, Systems, and Government Milestone - I understand the of individuals in government.	
Institutions, Systems, and Government Competencies	
<p style="text-align: center;">Citizens and Government</p> <p>I understand the relationship between citizens and government. I understand individual rights and responsibilities in various governmental structures.</p>	<p style="text-align: center;">Government Engagement</p> <p>I apply knowledge of political and social systems to participate actively as an informed citizen at a local, state or national scale.</p>
<p style="text-align: center;">Large and Small Scale Finance</p> <p>I demonstrate the understanding of the differences between large and small scale finance by solving a real-world problem related to the financial system of a government, commodity, small business, or individual.</p>	<p style="text-align: center;">World Politics</p> <p>I understand the principles, structures, and functions of state, national and international government and demonstrates the relationships and impact of local and national policies on multiple nations.</p>

Human Behavior and Expression Milestone - I analyze why people behave the way they do.	
Human Behavior and Expression Competencies	
<p>Belief Systems</p> <p>I examine social influences, beliefs systems and their relationship on behavior.</p>	<p>Ethics</p> <p>I analyze issues of ethics and social responsibility.</p> <p>Human Behavior and Relationships</p>
<p>Human Behavior and Relationships</p> <p>I can articulate the impact of biological, cognitive and sociocultural factors on human behavior.</p>	<p>Power and Relationships</p> <p>I examine group dynamics and evaluate the role of power in interpersonal and group relationships.</p>

## Personal Qualities

<p style="text-align: center;"><b>Strong Mind Milestone</b> I look for ways to deeply engage with new ideas and experiences.</p>	
<p style="text-align: center;"><b>Strong Mind Competencies</b></p>	
<p style="text-align: center;"><b>Curiosity</b> I demonstrate the tendency to ask questions to deepen understanding. I eagerly anticipate new experiences and takes the initiative to learn more about topics of interest.</p>	<p style="text-align: center;"><b>Purpose</b> I demonstrate an understanding and conviction of the “why” behind my interest. I reflect on how to modify current work to enhance its connection to core values. I seek and find inspiration in purposeful role models.</p>
<p style="text-align: center;"><b>Zest</b> I demonstrate enthusiasm and energy for ideas and projects. I actively participate in activities and invigorate others by exhibiting passion for my interests.</p>	
<p style="text-align: center;"><b>Strong Heart Milestone</b> I actively seek ways to demonstrate interest in and acknowledge other people’s needs, ideas, and contributions.</p>	
<p style="text-align: center;"><b>Strong Heart Competencies</b></p>	
<p style="text-align: center;"><b>Gratitude</b> I acknowledge the contribution of others and actively seek multiple ways to thank others and give back to individuals and groups who have made a difference.</p>	<p style="text-align: center;"><b>Social Intelligence</b> I actively seek to understand other people by actively listening. I demonstrate the ability to navigate social environments and build positive relationships.</p>
<p style="text-align: center;"><b>Strong Will Milestone</b> I exercise my will power to stay committed to long-term goals and seek to learn from challenges.</p>	
<p style="text-align: center;"><b>Strong Will Competencies</b></p>	
<p style="text-align: center;"><b>Grit</b> I set personally meaningful goals and stick to commitments even when it’s difficult. I ask for and reflect on feedback to improve.</p>	<p style="text-align: center;"><b>Self-Control</b> I control my actions, thoughts and feelings to align with personal long-term goals.</p>
<p style="text-align: center;"><b>Growth Mindset</b> I view struggles as a way of improving. I seek out challenging problems and experiences. I share mistakes and embrace setbacks as opportunities for growth.</p>	

## **Appendix B: Model of ESLRS and Learning Goals for High School Subjects**

The students' learning, particularly the project and internship work, is aligned to the school's five Learning Goals (Western Area Schools and Colleges Accreditation Commission would call these ESLRS) and students must demonstrate proficiency in each area. Each Learning Goal incorporates components of traditional subject areas and aligns to state and district standards.

Big Picture Company paved the way for these Learning Goals to be linked to California State Standards and allowed Big Picture schools, although deeply individualized, to create courses that were approved by the University of California Office of the President.

Below are Learning goals matched with state standards and traditional high school subject areas.

### **Communication: How do I take in and express ideas?**

\*Traditional Subject Areas: Reading, Writing, Visual and Performing Arts, Foreign Languages

\*Sample Content Standards for California Public Schools Grades 9-12: English Content Standards grades 11 and 12: Writing 1.1: Demonstrate an understanding of elements of discourse (e.g. purpose, speaker, audience, form) when completing narrative, persuasive, or descriptive writing assignments.

This goal is: to be a great communicator; to understand your audience; to write, read, speak and listen well; to communicate through technology and artistic expression; and, to use vocabulary or language appropriate the situation.

- How did I communicate about it?
- What did I read about it?
- Who did I listen to about it?
- How did I speak about it?
- What was the main idea I wanted to get across (thesis)?
- Who was my audience and how did I shape my communication style to be sure to be understood?
- How did technology help me to express it?
- Did I express it creatively? How?
- What specialized vocabulary, or foreign language, did I use?

### **Social Reasoning: How do I look at a given situation from many perspectives?**

\*Traditional Subject Areas: Social Studies

\*Sample Content Standards for California Public Schools Grades 9-12: Historical /Social Science: Chronological and Spatial Thinking 1: Students compare the past with the present, evaluating the consequences of the past events and decisions and determining the lessons that were learned.

This goal is: to think like an historian or anthropologist; to see diverse perspectives; to understand social issues; to explore ethics; and to look at issues historically.

- How do diverse communities view this issue or situation?
- How does this issue or situation affect different communities?
- Who cares about this issue or situation? To whom is it important?
- Who benefits and/or is harmed through this issue or situation?
- What is the history of this issue or situation? How has this issue or situation changed over time?
- What social systems are in place around this issue or situation?



- What are the ethical questions behind this issue or situation?
- What do I think could be done about this issue or situation (if applicable)?
- What can I do about this issue or situation (if applicable)?

### **Quantitative Reasoning: How do I measure, compare or represent it?**

\*Traditional Subject Areas: Math, Computer Science

\*Sample Content Standards for California Public Schools Grades 9-12: Math: Advanced Placement Probability problems using the rules of addition, multiplication, and complementation for probability distributions and understand simplifications that arise with independent events.

This goal is: to recognize and use numbers to reason; to understand numbers; to analyze uncertainty; to comprehend the properties of shapes; and to study how things change over time.

- What is the purpose or goal for using quantitative information in my project? Example: proving a hypothesis or analyzing data to look for a trend or pattern.
- What numerical information am I collecting/analyzing and what does it represent? Is this an objective way of representing these numbers?
- Can this numerical information be estimated? How will this help me determine if my data is accurate?
- How can I represent this information (ex: table, graph, formula, list or diagram) and why is this the BEST choice for the data?
- Describe the data without drawing any inferences or conclusions. What does it look like? Are there trends or patterns? Are there shapes or structures that can be measured? Is there a change over time?  
Examples:
- On average my plant grew 1 inch each week, however the week of November 8th it grew much more (3 inches).
- Each year, voter registration increased over the previous year by at least 10%.
- Over the semester the number of minutes I spent on my cell phone steadily increased.
- Can I use my data to show a correlation. What is the difference between causation and correlation?  
Give examples.
- How can I interpret this information? What can I conclude from the given data about my hypothesis?
- What can I predict from the data I have collected?

### **Empirical Reasoning: How do I prove it?**

\*Traditional Subject Areas: Science, Math, Computer Science

\*Sample Content Standards for California Public Schools Grades 9-12: Science: Investigation and experimentation:

a. Select and use appropriate tools and technology to perform tests and collect data, analyze relationships and display data.

Solve scientific problems by using quadratic equations and simple trigonometric, exponential and logarithmic functions.

Math: Probability and Statistics 8.0: Students organize and describe distributions of data by using a number of different method, including frequency, tables, histograms, standard line and bar graphs, stem and leaf displays, scatter-plots and box and whisker plots.

This goal is: to think like a scientist by using the Scientific Method; to use empirical evidence and a logical process to evaluate hypotheses and to make decisions based on that evaluation. It does not

reflect any specific science content, and can be used to evaluate hypotheses in any discipline, from mathematics, to physics to art.

A: To be answered before you do your exploration.

- What question do I want to investigate? This should be stated as a question.
- What has other research shown?
- Your research should relate to and inform your hypothesis.
- What is my hypothesis?
- The hypothesis is a prediction about the answer to your question.
- What will I use as a control in my research?
- What is it you are going to measure your variable against?
- What is the ONE variable I will introduce in order to measure any change in comparison with the control?
- The Variable is the one change you make to the situation. You will measure any change by measuring the quantitative difference between your control data and the data you gather after introducing a variable.
- How can I test it?
- This is the description of how you will test your hypothesis. You need to provide enough explanation that another person can complete the experiment as you did.
- What are the steps of my procedure?
- What do you predict might be potential errors when gathering information? What are you going to do to avoid these errors?
- What information (data) do I need to collect?
- How will you record it? (Include your data collection sheet as evidence.)
- How will I present my results?

B: To be completed after you do the experiment.

- What are the results of my research?
- Discuss your results without any conclusions or interpretations. You should represent your data in another way other than the table you used to collect it with (ex: bar graph, line graph, pie chart etc.) Then describe in words what the data looks like.
- How accurate is my information? What errors did or may have occurred? How do they affect the data that I collected?
- What conclusions can I draw from my research?
- First state whether or not your hypothesis is correct. Next describe HOW your results prove or disprove your hypothesis.
- What are the next steps?
- Is there any need for follow up? Can you use the results of your study in a real world context? Should you publish the results of your research?

### **Personal Qualities: What do I bring to this process?**

\*Traditional Subject Areas: Physical Education, Health, Character Education

\*Sample Content Standards for California Public Schools Grades 9-12: Science: Investigation and experimentation: No CA state standard addresses this Learning goal.

The goal is: To demonstrate how I have improved myself, physically and psychologically; to reflect on my relationships with others both individually and in a group setting; to evaluate how efficiently I've used my time; and to reflect on how I have become more aware of my own human-ness.

- How have I looked out for my health and well-being?
- How have I communicated more honestly?
- How have I empathized more with others?
- How have I demonstrated respect?
- How have I worked cooperatively with others?
- How have I enhanced my community?
- How have I taken on a leadership role?
- How have I been responsible?
- How have I better organized my work?
- How have I better managed my time?
- How have I persevered?
- How have I been more self-aware?