



Charter School Application: Founding Group- State Board Model

IOWA DEPARTMENT OF EDUCATION

Instructions

The required criteria and evaluation of charter school applications shall be completed pursuant to Iowa Code chapter 256E, and are detailed in the Application Guidance to Create a Founding Group-State Board Model Charter School. Please carefully read the guidance before beginning this application. For items that require attachments please utilize designated appendices. **It is highly recommended that potential applicants seek technical assistance from the Iowa Department of Education (Department) prior to beginning a charter school application.** Contact information is available within the guidance, application, and the [Charter School Webpage](#).

Introduction

This application is to only be submitted by an independent founding group* wishing to establish and operate a Founding Group-Iowa State Board of Education (State Board) model charter school within the boundaries of the state that operates as a new attendance center (i.e., school building) independently from a public school district.

*"Founding group" means a person, group of persons, or education service provider [or "an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management"] that develops and submits an application for a charter school to the state board under this chapter" (Iowa Code § 256E.2(4)-(5)).

Application Submission Requirements

For an application to be reviewed, the founding group must complete and submit this form with all its required attachments by November 1, 11:59 pm of the school year preceding the establishment of the charter school. **Each question on the form is required and incomplete applications may not be reviewed for approval.** The founding group must submit the completed application form, and all its attachments, via email to janet.boyd@iowa.gov or by mail to:

Iowa Department of Education
Attention: Janet Boyd, Charter School Consultant
400 East 14th Street
Des Moines, Iowa 50319-0146

Technical Assistance Available by Request

It is strongly encouraged that applicants contact the Department to receive technical assistance before completing the application. If the independent founding group wishes to utilize technical assistance, it must contact Janet Boyd at janet.boyd@iowa.gov or 515-745-3385 before submission. Once an application is submitted, it is considered final, and no additional changes will be accepted.

Additional Guidance

For additional information on the requirements and evaluation process, see the Founding Group-State Board application guidance on the [Charter Schools webpage](#).

**2021-2022 Charter School Application:
Founding Group-State Board Model**

Please note that all information submitted in the charter school application is public information.

Applicant Contact Information			
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1. Executive Summary

1.1. Provide an executive summary of the proposed charter school.

Briefly summarize the proposed charter school's ability to meet the charter school purposes outlined in Iowa Code section 256E.1, subsection 3, (see the Purposes of Charter Schools section of the guidance).

Scholarship Prep DM (SPDM) seeks to operate a 6th-8th grade charter school in Iowa as part of the state's public education program. Our school model is focused on providing integrated, comprehensive supports for all students, but especially those in at-risk populations.

SPDM intends to meet the following purposes of Iowa charter schools:

- Improve student learning, well-being, and postsecondary success;
- Increase opportunities for work-based learning, early literacy intervention, and serving at-risk populations;
- Establish models of success for Iowa schools; and
- Investigate and establish different organizational structures for schools to use to implement a multi-tiered system of supports for students.

SPDM intends to contract with Scholarship Prep California (SPCA) for the use of intellectual property, programmatic structure, and curricular support services. SPCA is a nonprofit public benefit corporation that currently operates four charter campuses in Southern California.

In eight years of operation, SPCA has:

- Opened four campuses in three separate counties, authorized by the Orange County Department of Education, San Diego County Office of Education, and Los Angeles Unified School District;
- Received a seven-year charter renewal from the Orange County Department of Education, due to their identification as High Performing by the California Department of Education (the top designation for renewal);
- Received \$450,000 from the California Department of Education's Homeless Innovative Programs Grant – only 20 organizations in the state were selected for this prestigious grant opportunity;
- Received \$396,500 from the California Community Schools Partnership Program – only 20 organizations in the state were selected for this prestigious grant opportunity;
- Secured over \$18 million in bond financing for facilities acquisition and development;
- Secured \$12 million in federal grant funding from the US Department of Education's Charter Schools Program (CSP) CMO program for replication and expansion;
- Secured over \$300,000 in other grant funding from community agencies (T-Mobile, Project Lead The Way, Great Public Schools Now, California Department of Education, No Kid Hungry);
- Been named a California Distinguished School;

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- Received full Western Association of Schools and Colleges (WASC) accreditation;
- Established community partnerships with UC Irvine OCEAN Project, Santa Ana College, Latino Health Access, UCI School of Education, Project Hope Alliance, Olive Crest, Bracken’s Kitchen, Blessings In A Backpack, Together We Rise, Foster and Kinship Care Education, Serve the People, Second Harvest Food Bank, State Farm, Healthy Smiles, Vista Community Clinic, Todd Anglin Home for Children, and many others;
- Received the Educational Results Partnership California Honor Roll Award (2019-20); and
- Received the Charter School Capital Honor Roll Award (2019).

It is the intention of SPDM to replicate the SPCA model locally. Key components of the school model include high-quality academics through a Project-Based Learning model, integrated arts and athletics electives during the school day, a focus on community building, and a focus on serving students experiencing homelessness or foster care.

SPDM will provide unique and proven instructional and support services to student in at-risk populations, especially those experiencing homelessness or foster care. (SPDM is intentional in identifying students as *experiencing homelessness or foster care* as opposed to homeless youth and foster youth. Homelessness, housing insecurity, inadequate housing, and foster care are experiences or momentary settings for these youth – they are not defining characteristics. Solely for the purposes of this application, SPDM will refer to these students as homeless and foster youth.)

Homeless and foster youth who are interested in enrolling in SPDM will receive an enrollment preference, providing them with the greatest opportunity to access the support services and academic program. Counseling services will be provided by Scholarship Prep personnel and key strategic partners to homeless and foster youth and their families to ensure students are receiving the holistic support necessary to succeed, and the families are receiving guidance on how best to support their student. Homeless and foster youth attending Scholarship Prep will receive wraparound supports including, but not limited to, dress code compliant clothing, school supplies, access to a food pantry, and intense tutoring services.

SPDM is committed to providing the following comprehensive supports to all homeless and foster youth at no cost:

- Enrollment preference;
- Access to on-campus Family Resource Center with food and hygiene items;
- Laundry service;
- Individualized support with community resources;
- Access to Parent and Family Education courses;
- Access to staff members and teachers who are all trained in trauma-informed practices;
- Dress code compliant clothes;
- A personal Chromebook for use on- and off-campus for their entire Scholarship Prep enrollment; and
- Consistent internet access through a mobile hotspot for their entire Scholarship Prep enrollment.

Additional support services provided free of charge as part of the comprehensive measures implemented by SPDM will include:

- Individual and group counseling;
- Before and after school care;
- School supplies, including pencils, pens, notebooks, and a backpack; and
- Breakfast, lunch, and snack on school days.

Scholarship Prep creates school communities where scholarship is standard, equity is essential, and partnerships are power. The key foundation we use to accomplish this vision is our Community School Model (“CSM”). CSM is a belief system and framework that validates and reflects the diversity, identities,

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and experiences of all stakeholders. Scholarship Prep leadership understands that positive relationships between and amongst students, staff, and families are critical to success. It is only through the creation and implementation of this framework that Scholarship Prep can and will continue to create community change. This school design, and the need for positive relationships and culturally responsive practices, is also uniquely suited to support homeless and foster youth.

The CSM model at Scholarship Prep requires that stakeholders understand the importance of having a deep connection to each other to create a safe space for growth, collaboration, and learning.¹ Providing a consistent and caring environment is the basis for establishing quality relationships between staff and students. It is only once we understand the importance of connection that we can begin to focus on the building block of positive relationships - trust.

Trust is vital for all school interactions, but especially those between staff and homeless or foster youth. Students cannot learn unless they feel physically and emotionally safe. Students feel stress and anxiety in the classroom when they struggle. This anxiety is amplified when they feel marginalized or unsupported for any reason, but especially because of their ethnicity, gender, language, or living situation. The National Coalition for the Homeless estimates the 3-6 months of education are lost every time a homeless child must move schools². Homeless and foster youth are at higher risk of falling behind in school due to their mobility and lack of stable connections to adults, both inside and outside the school setting. Scholarship Prep's first goal with our students is to build trust. This is vital for all students, but most pronounced among our target population with whom trust may have so often been broken. It is our responsibility to create the right conditions for optimum learning. What homeless and foster youth need most is a stable home. Scholarship Prep cannot guarantee that to our students outside of the school day. We have, however, designed our school model to provide a safe and welcoming home during the school day. Scholarship Prep may be the one stable, secure place in the lives of our students.

Scholarship Prep teachers empower students intellectually, socially, and emotionally by using cultural and historical references to impart knowledge, skills, and attitudes.³ We are intentional in using cultural knowledge, prior experiences, and unique lenses of ethnically diverse students to engage student interest and motivation. Our core instructional model, PBL, is also uniquely suited to engage homeless and foster youth. In the CSM model, teachers meet students where they are culturally and linguistically. By meeting students at their current levels, teachers are better able to guide students to where they need to be academically. Additionally, meeting students where they are means making meaningful connections between students' cultures, languages, and life experiences and what they are expected to learn in school. In the CSM model, relationships are as important as the curriculum and pedagogical choices.

Implementation of the CSM model leads to the results that all community schools should seek to achieve, including:

- Raised expectations;
- Valued and empowered stakeholders;
- Culturally competent adults and youth;
- Academically engaged students; and
- Collaborative families.

Scholarship Prep has developed a CSM framework that guides our work. Our framework builds upon the work done by numerous scholars and organizations, including Zaretta Hammond, Sharroky Hollie, Gloria

¹ Zaretta Hammond, *Culturally Responsive Teaching & The Brain*, 15.

² National Coalition for the Homeless. (2007, August). NCH Fact Sheet #10.

³ Gloria Ladson-Billings, *The Dream-Keepers: Successful Teachers of African American Children*, 20.

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Ladson-Billings, Geneva Gay, and New America (the guiding framework for the California Department of Education⁴).



SCHOLARSHIP PREP

Community School Model



Component 1: Trust

The center of all positive relationships is trust. Students must trust that teachers care for their well-being. Teachers must trust that students want to succeed and are searching for ways to accomplish their goals. Families must trust that teachers have their children’s best interests in mind. Scholarship Prep’s CSM framework is focused on reframing and repositioning teacher-student relationships as the main driver in supporting all students to authentically engage and achieve. We know that the best, most effective way to build trust with students is to show that we genuinely care about who they are, what they have to say, and how they feel. We then must take that trust to drive instruction and learning.

A strong healthy attachment to a primary caregiver allows children to gain the emotional intelligence and self-confidence necessary for them to explore their world. When these attachments are interrupted or severed (e.g., through multiple foster home changes or living with multiple extended family members), the parts of the brain responsible for social regulation do not develop normally, and children may develop difficulty managing relationships appropriately. This can lead to children being unable to connect with or trust any adult.⁵ Knowing that our target youth may have trouble trusting adults makes our efforts to explicitly build trust so vital.

Trust between teachers and students is the affective glue that binds educational relationships together. We also know that a lack of trust is debilitating for relationships and learning outcomes. Not trusting teachers has several consequences for students.⁶ They are unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt concerns private. They do not take risks that allow them to fully grow. The development of trust must therefore be intentional and continual.

1A. Care for and about

Caring is the way that we generate the trust that builds relationships. We have to not only *care about* students in a general sense but also actively *care for* them in a physical and emotional sense. While they are interrelated, CSM requires caring for instead of just about the personal well-being and academic success of students. *Caring about* conveys feelings of concern for one’s state of being, *caring for* is an active

⁴ <https://www.cde.ca.gov/pd/ee/responsiveteaching.asp>

⁵ Alliance for Children’s Rights, *Foster Youth Education Toolkit*, December 2016.

⁶ Stephen Brookfield, *The Skillful Teacher*, 162.

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engagement in doing something to positively affect it. *Caring about* is an attitude; *caring for* is an action. *Caring about* is emotionality without intentionality or purposeful action; *caring for* is deliberate and purposeful action.⁷

Scholarship Prep teachers *care for* students by honoring their humanity, holding them in high esteem, expecting high performance, and using strategies to fulfill those expectations. They also model academic, social, personal, and moral behaviors and values for students to emulate. CSM teachers are accessible, welcoming, and dependable. They are aware of student moods and emotions. They support, model, empower, and foster self-confidence and self-reliance. Students then rise to the occasion by producing high levels of performance of many different kinds - academic, social, moral, and cultural.⁸

Scholarship Prep staff are also aware of the unique triggers that our target students may have. Many homeless and foster youth lack structure and need to feel the security of an organized, predictable classroom and school schedule, so providing a well-established, daily routine gives a sense of stability and helps children feel that the classroom is a calm, peaceful place to learn.⁹ Our staff create consistent daily routines and clear, concise rules. When students know school expectations, they are less likely to be placed in a stressful or unknown situation. This consistent routine is an act of *caring for*.

1B. Build rapport

In addition to showing students they are cared for and about, teachers must build rapport with students. Rapport speaks to a special connection between the teacher and student that leads to an understanding based on concern and care for one another. Rapport is the condition that allows one teacher to be able to banter with students while another teacher with the same student is not able to do so.¹⁰ It is through rapport that we can help students avoid, or at least effectively navigate, the stress and anxiety that comes with being pushed to achieve and thrive. Scholarship Prep staff are provided with concrete ways in which to build rapport.

Tools to Build Rapport	
Non-verbal cues (active listening, no multitasking, open posture, getting on students' level).	Socialize with no other purpose but to connect and nurture relationships.
Practice affirmation (affirm in each student something related to his/her cultural identity).	Provide students with opportunities to give feedback on classroom climate and teaching styles.
Provide an alternative option when asking a student to eliminate a way of communicating or behaving.	Model desirable and expected culturally diverse values, attitudes, and behaviors.
De-escalate and diffuse situations by understanding the difference between a culturally inappropriate behavior and an unacceptable behavior.	Use validating terms (appreciate, honor, respect, grateful) instead of deficit terms (wrong, correctly, right way, fix).
Show selective vulnerability by sharing your own challenges and risks.	Show concern for students' well-being by remembering details about life outside school.
Avoid <i>microassaults</i> (misusing power and privilege to marginalize students) like overemphasizing military-like behavior or	Avoid <i>microinsults</i> (being insensitive to culturally and linguistically diverse students) like not learning to pronounce a student's

⁷ Gay, 58.

⁸ Gay, 59.

⁹ Moore, 6.

¹⁰ Hollie, 91.

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exclusion from recess and fun activities as punishment for minor infractions.	name or giving the student an anglicized name to make it easier to the teacher.
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1C. Warm demanding

Scholarship Prep's CSM framework requires teachers to be academically demanding but personally supportive and encouraging. Our genuinely caring teachers are *warm demanding* academic taskmasters. All students are held accountable for high academic efforts and performance. These performance expectations are complemented with uncompromising faith in students and relentless efforts in helping them meet high academic standards.¹¹ Teachers should be warm and demanding at the same time – consider the difference between “I care about you, but you must still serve the consequence for being late” and “Because I care about you, you must serve the consequence for being late.” *Warm demanders* are clear, consistent, and firm while being positive, enthusiastic, caring, and thoughtful. This lets students know that having high expectations is part of caring for and respecting someone.¹²

Warm demanders:

- Distinguish between behavior and people
- Demonstrate that consequences are temporary
- Use warm nonverbal behavior (getting on students' levels, smiling, touch, firm tone)
- Hold high expectations for academic, social, and emotional behaviors
- Provide support and scaffolding to meet expectations
- Encourage productive struggle
- Show competency in the technical side of instruction

Component 2: Learning

The Scholarship Prep mission is to create community change for all students, especially those experiencing homelessness or foster care. High-quality instruction is imperative to this goal. Both Geneva Gay and Zaretta Hammond reaffirm the position that *loving children should not be a proxy for teaching them*. True care and love for students means helping them achieve academically. Our teachers and staff have the view that all students are capable of academic success.

The Scholarship Prep CSM framework is predicated on the understanding that homeless youth, foster youth, students of color, and other marginalized students are particularly vulnerable to negative stereotypes about their intelligence, academic ability, and behavior, which can hinder their academic performance. Therefore, our teachers support all students in producing high-quality, rigorous work by implementing effective, research-driven teaching strategies.

2A. Project-Based Learning

Scholarship Prep teachers provide students with learning experiences that develop the skills needed to be effective outside the classroom and that also address real-world issues. In this CSM framework, teachers assign tasks and problems that require students to identify complex, real-world issues they encounter in their daily lives and propose solutions for these problems. Through our PBL approach, students learn to see themselves as agents of change who aspire for a better world.¹³ We will expand on PBL later in the application. However we will briefly summarize the positive benefits for PBL on students, but especially homeless and foster youth below.

Because of their chaotic living situations, homeless and foster youth often feel they have less control over their lives than other youth. When students have input concerning their education, they are more engaged;

¹¹ Gay, 86.

¹² Doug Lemov, *Teach Like A Champion 2.0* (San Francisco: Jossey-Bass, 2015), 438.

¹³ Muniz, 14.

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the more they are given a voice, the more they can be engaged in demanding schoolwork.¹⁴ PBL allows students a voice in choice in the curriculum and assignments. Homeless and foster youth benefit from projects that can be broken into small components to ensure they have at least some success – this experience of mastery is critical to their self-image.¹⁵ Our PBL approach breaks long, complex inquiry into manageable, bite-sized pieces. Our students can see success immediately instead of in the distant future. Our students can see success on individual components even if the long-term result is not as rewarding. Homeless and foster youth may have trouble meeting tight deadlines and benefit from completing tasks at their own pace.¹⁶ Our PBL approach allows for flexibility in work completion timeframes as students are able to work at their own pace over weeks or even months on major activities.

The core SPDM instructional methodology is designed to effectively engage homeless and foster youth to showcase their skills while avoiding potential triggers and roadblocks these students may face because of their living situations.

2B. Arts and Athletics

SPDM believes that the inclusion of arts and athletics during the school day benefits all students, but especially homeless and foster youth. Research shows that including non-traditional opportunities creates avenues for children to reveal strengths that otherwise might go unnoticed and provides encouragement to reflect and imagine future possibilities.¹⁷ SPDM integrates art, music, movement, and athletics as a means for children to increase their learning and participate more fully in the classroom learning venue by including their own experiences. Skill development and success in arts and athletics is not as dependent on continued school attendance as academic success is. Therefore, homeless and foster youth who are highly mobile may have higher skillsets and capacity in the arts and athletics. Including these opportunities during the school day allows our target students avenues to showcase their strengths and interact with their peers on a more level playing field.

2C. Cultural relevance

SPDM teachers and staff believe that students' cultural backgrounds are resources that can be used to improve teaching and learning. In our CSM framework, teachers select materials and plan experiences that validate students' lived realities, cultural identities, and heritage.¹⁸ The inclusion of authentic learning experiences into the school day allows for students and teachers to identify real-world issues that affect their daily lives. This bridge between school culture and home culture is vital to making schooling culturally relevant. The importance of culturally relevant material is further heightened for homeless and foster youth. The experiences of mobile children differ from those of their stably housed peers, and this influences the ways they understand and interpret information.¹⁹ They need a relevant curriculum that recognizes their needs in the learning process, by offering a safe and respectful environment where they can explore and interpret difficult issues.

Curriculum and instructional materials should also reflect cultural diversity, as the more diverse the types of resources used in content, the greater the probability that students' interests will be piqued and their engagement with and mastery of knowledge and skills taught improved. SPDM teachers select novels, history texts, articles, secondary texts, and other resources that reflect experiences, characters, settings, and themes that students can relate to. Our staff are also intentional in broadening the diversity of families depicted in the books and materials in the classroom to include homeless, foster, and other mobile family and youth situations. The inclusion of culturally relevant material provides additional benefits, including

¹⁴ Moore, 11.

¹⁵ *How Teachers Can Help Students Who Are Homeless*, Wisconsin Department of Public Instruction.

¹⁶ Moore, 10.

¹⁷ Moore, 11.

¹⁸ Muniz, 13.

¹⁹ Moore, 10.

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providing students to be actively involved in their own learning, and providing the opportunity for those who have never had close personal contact with members of groups other than their own with opportunities to communicate and engage with diverse people.

Component 3: Community

SPDM is committed to being a change agent in each community we serve. Our schools cannot be isolated from the neighborhoods in which we exist. Our students and families come from and live in communities that shape their mindsets, beliefs, and viewpoints. We must understand these communities and be an integral part of the environment. To accomplish this goal, we must first start in each individual classroom to create the conditions we desire. We must then work with families to create the home-school bond to allow students to thrive. The final component of being a community change agent is the development and fostering of community partnerships. SPDM can both benefit from and be a resource to local non-profits, businesses, and key stakeholders.

Our approach to building community is specifically designed with homeless and foster youth in mind. We understand that our target population may either have no connection to a community or negative experiences with building community. It is our responsibility to approach every interaction with the specific purpose of building a stable home for our students and families.

3A. Trauma-Informed Practices

While all children may encounter adverse childhood experiences, youth experiencing homelessness or foster care disproportionately face complex or developmental trauma. Homeless and foster youth have endured multiple adverse childhood experiences, including: (1) the abuse, neglect, or abandonment that brought them into the child welfare system; (2) being removed from their families or stable housing situations; and (3) repeated home and/or school placement changes while in the system or various living situations.²⁰ This increased incidence of trauma among homeless and foster youth has developmental repercussions that impact these children in school. It is only through being aware of the effects of trauma on students that a school and its staff can effectively connect with and support children.

Persistent trauma causes persistent activation of fear responses in the amygdala and hyperarousal in the brain that remains even when trauma or danger is not present. Children may constantly view the world as a dangerous place, which impacts their ability to regulate their behavior and social responses. In order to feel safe and in control, many trauma-exposed children develop behavioral coping mechanisms that can frustrate teachers and evoke reactions that both strengthen the child's expectations of confrontation and danger and reinforce a negative self-image.²¹

At SPDM, every staff member, from the Principal and Counselor to Custodian and Recess Aide, is trauma-trained. The training starts in the onboarding process with a series of required sessions discussing adverse childhood experiences (ACEs), trauma and stress response, self-awareness, and building strong, safe relationships. Our trauma-informed staff are provided with tangible strategies to connect with students for proactive measures and de-escalation tips for reactive measures. Our staff are trained to understand the brain science of those exposed to trauma and how their perspectives and responses are altered by trauma. Trauma training also teaches staff on when and how to probe students for more information and when to allow a student to "cool down" or return to a more neutral state. To ensure continual growth and refinement, certificated staff complete monthly professional development sessions on trauma-informed practices while classified staff receive at least bi-annual refreshers.

²⁰ Jim Casey Youth Opportunities Initiative, Issue Brief #5, Trauma Informed Practice with Young People in Foster Care 2-3 (2012).

²¹ Alliance for Children's Rights, *Foster Youth Education Toolkit*, December 2016.

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Students and staff all deal with conflict in different ways. Our work is more challenging as students who have experienced trauma (namely homeless and foster youth) deal with conflict in even different ways than their peers. It is our job to norm out the expectations and procedures for dealing with conflict, misbehavior, and resolutions. SPDM firmly believes in the power of trauma-informed and restorative practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. CSM practices are best implemented in environments that are respectful, inclusive, and help learners value the cultures of their peers. SPDM staff members contribute to such learning environments by modeling how to engage across different cultures and embodying respect for all. As trust is the basic building block of all SPDM relationships, it is important that we implement trauma-informed and restorative practices to restore that trust once it is damaged or broken.

Our school model, from proactive interactions to behavior responses, is designed to support students who have or are experiencing trauma. SPDM staff provide clear structures, a daily routine, and concise rules. We steer away from traditional, punitive practices such as detention, taking away recess, and suspension. These practices isolate children who often are in dire need of positive relationships and support.²² Instead, SPDM staff seek to reduce and prevent inappropriate and disruptive behavior. Our practices value uncovering and addressing the root causes of a student's behavior more than punishment. Trauma-informed staff members seek to understand students' behaviors instead of rushing to a consequence. These approaches nurture trust, build community, and avoid unnecessary conflict.

Scenario	Traditional approach	Trauma-informed approach
Student wears a hoodie in class.	Staff tells the student to remove the hoodie. When student refuses, staff escalate the situation or send student to the office.	Staff discretely check with student on reason for wearing hoodie, knowing that the student may not have access to a shower or hair care products.
Student has their head down in class.	Staff assume a student is disengaged or defiant. Staff tells the student to pick their head up and pay attention.	Staff wait for a break in instruction to connect with student, understanding that the student may have slept in a car or shelter.
Student does not complete homework.	Staff mark the assignment missing or incomplete, lowering the student's grade.	Staff either proactively give modified assignment because they know student has no space to complete assignment or check with student after class to determine reason for missing work.
Student consistently avoids eye contact.	Eye contact demonstrates respect and focus. Avoiding eye contact with the teacher is disrespectful.	Different cultures have different expectations of eye contact. Some cultures show respect by avoiding eye contact with authority figures.
Language use.	Staff have students complete mother's day cards, create father's day gifts, and attend parent-conferences.	Staff use inclusive language, having students complete cards for their mothers or caregivers, and attend family-conferences.
Student is wearing dirtied, too small shoes.	Staff talk amongst each other about family situation and discuss possible neglect.	Staff understand that the shoes may be the last item the student's biological mother bought for them

²² Thalia González (2012). *Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline*. 41 J.L. & Educ. 281.

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		and approach the conversation with student gently.
Proximity	Teachers place students in small group settings, seated less than a foot from each other. Teachers also stand in close proximity to students when conducting one-on-one conversations.	While some cultures are comfortable standing close together, other cultures prefer to maintain greater distance. The intent of communication (asking a question, seeking information, simply wanting to relate) all affect desired proximity.
Conversational Patterns	Students are expected to follow classroom norms for talking that are set by teachers and may vary from room to room.	Conversational patterns vary by culture. Some cultures are rigid, with everyone taking turns expressing opinions to reach a common goal. In other cultures, interrupting or jumping in while someone is talking is acceptable or even expected.

The approaches described above are not intended to lower expectations or accept less than each student's best efforts. Staff members provide safe spaces for students to learn and grow while understanding the external barriers and stressors of which children have no control. These approaches avoid unnecessary and public confrontations that destroy trust and community. Our intentional actions to understand student situations and responses ultimately result in more positive environments and lead to greater student success.

3B. Family collaboration

We understand that our students may come from non-traditional families, including foster homes, group homes, extended families, and trauma-filled settings. We are intentional in our approach to building relationships with any and all caregivers. A potential barrier to school success is that homeless and foster parents often feel ill-equipped to help their children. There are a multitude of reasons for this – spending time finding housing and food, searching for employment, caring for basic survival needs. These different demands can often take away from a caregiver's ability to identify their child's educational needs or communicate them with school staff. There can also be a sense of shame or embarrassment that comes with housing insecurity for families.

SPDM has therefore built a model where we seek out family relationships. We are active in engaging families on their own terms and in the areas they most need support. We provide parenting workshops, food, school supplies, clothing, and other vital resources. We do not wait for families to approach us – we are constantly informing families of the resources we can and do provide. We do not shame or hide the support offered. In fact, it is the opposite. One look at our website, newsletters, or social media will show that we highlight the services we provide.

Helping families meet their basic needs allows for a deeper connection. Once we engage with the families, they are then able and willing to engage with us in the operations of the school through family organizations (Pep Squad, English Learner Advisory Committee, School Site Council), surveys, on-campus events, and regular chats with the site administration. These avenues allow for families to feel a sense of collaboration and connection with the school and other families. We must also be able to respond to family concerns, be proactive in outreach, and have multiple modes of communication with families

Our CSM framework requires the belief that families are interested in being involved in their children's education. Our teachers and staff therefore develop engagement strategies that are sensitive to the unique barriers faced by immigrant families, families of color, blended families, foster families, and low-income

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families.²³ Because schools have traditionally privileged the input and collaboration of families from dominant backgrounds, SPDM teachers and staff aim to develop the trust of diverse families to ensure they are involved at all levels of their children's education throughout the year.

3C. Community partnerships

SPDM strives to be an integral part of the local community. Our goal is to connect with community leaders and key stakeholders to develop symbiotic partnerships. We know that we must engage the vast network of organizations and support if we want to achieve our vision of becoming a true community school. We will engage with the broader community, well past the point of traditional school networks. We will seek partnerships with food banks, foster family agencies, churches, YMCA, Boys and Girls Club, dental clinics, insurance companies, health access providers, community clinics, colleges, business councils, minority empowerment groups, electronics companies, and local businesses. Having this broad network of partnerships is another reason our families feel less shame or embarrassment in asking for support. We promote our community partners frequently and in varying ways. This allows our families to know that providing "outside the classroom" support is not only possible but our mission. We receive the added bonus of learning more about the community through these partnerships in addition to leveraging the relationships to provide services and support to our students and families.

2. Proposed Vision and Mission

2.1. Describe the vision of the proposed charter school.

Describe the overall purpose and intention of the proposed charter school.

Vision

We will create school communities where scholarship is standard, equity is essential, and partnerships are power.

Targeting all students with a data-driven emphasis on making a dramatic and sustainable impact on homeless youth, foster youth, and other underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students will understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will be effectively positioned to--one day--receive a college scholarship, earn a degree, and give back to their community.

By establishing strong bastions of education in the area, not only will a sustainable model flourish, a strong workforce will prosper. As generations receive top-notch educations, local businesses receive the benefit of employees with greater capacity for success. As the following correlative studies have shown, when the generations amongst the workforce become highly educated, their median income increases. This sustainable model serves to greatly benefit the most disadvantaged communities.

2.2. Describe the mission for the proposed charter school and identify the targeted student population(s) and community(ies) the proposed charter school intends to serve.

Describe the mission and objectives of the charter school, including the targeted student population(s) and community(ies) to be served.

²³ Muniz, 15.

2. Proposed Vision and Mission

Mission

We are committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

Create A Collegiate-Bound Culture

SPDM will establish a collegiate-inspired environment that will motivate all students, particularly those most underserved, to not only attend school, but also to excel. Each classroom will not be identified by number. Rather, students will be in classrooms named after prominent universities such as Notre Dame, UCLA, Harvard, etc. Each university will be selected based on Academic Progress Rate (APR) and/or Graduation Success Rate (GSR). APR is used by the NCAA to measure how student-athletes are performing over the course of each school year. GSR considers students who transfer into a school and graduate from that same school. The NCAA developed the Division I Graduation Success Rate in response to college and university presidents who wanted graduation data that more accurately reflect the mobility among all college students today.

PEP Rallies with the student body will promote camaraderie, competition, and school pride. At any given PEP Rally, SPDM students can be heard chanting their university's fight song, learning about the character education trait of the month, or watching their fellow students demonstrate their talents. Rather than utilizing school bells to mark the beginning or end of periods, university fight songs will be used.

Enable Self-Motivated, Competent, and Lifelong Learners

SPDM is committed to enabling students to become self-motivated, competent learners. We believe that our strategies and tools will allow our pupils to remain so as they become lifelong learners. Our emphasis on students striving to obtain a college degree through scholarship pathways is founded in concrete data and research and will contribute to creating lifelong learners.

The concept for SPDM was created with a focus on the desire to increase foundational skills for underserved students in order to enter into and succeed in college. Further, focusing on the potential for career attainment through higher learning experiences creates the drive for SPDM's program development.

A previous report based on American Community Survey (ACS) data demonstrated that educational attainment is by far the most important social characteristic for predicting earnings.²⁴ This report uses 2011 ACS data to create the Synthetic Work-Life Earnings (SWE) estimates. The figure below demonstrates variation in SWE estimates for people whose highest degree was a bachelor's. Darker colors represent higher than average work-life earnings while light colors represent lower than average work-life earnings. People working in architecture and engineering, computers and math, management, business and financial, healthcare practitioners and technicians, sales, and science all earn more than the average of \$2.4 million earned in a work life. People who majored in engineering, computers and math, science and engineering-related fields, business, physical science, or social science also earn more than the average.

Variations in earnings can be compared across occupations for a single field of degree or compared across fields of degree for single occupations. For example, the average liberal arts major earns \$2.1 million in their work life but those working in office support jobs can expect to earn \$1.6 million, while those working in computers and math can expect to earn \$2.9 million. Engineering majors make the most, at \$3.5 million, but this estimate varies widely between service workers (\$1.4 million) and managers (\$4.1 million). Education majors make the least, at \$1.8 million, and no occupation for education majors provides higher earnings than the average for bachelor's degree holders. In fact, education majors working in service jobs earn less than people whose highest attainment is a high school diploma.

²⁴ Julian, Tiffany, and Robert Kominski, "Education and Synthetic Work-Life Earnings Estimates," American Community Survey, U.S. Census Bureau, September 2011, available at www.census.gov/prod/2011pubs/acs-14.pdf.

2. Proposed Vision and Mission

A bachelor's degree holder can expect to earn about \$2.4 million over his or her work life. There is a great deal of diversity among the 20 million full-time, year-round workers whose highest degree is a bachelor's.²⁵ They studied many different subjects and work in many different jobs.

Many factors affect the amount of money a person earns during his or her career. This charter has used data from the American Community Survey (ACS) to demonstrate that educational attainment, college major, and occupation all affect work-life earnings. How far one goes in school can mean a difference of about \$3.2 million.²⁶ Even within one level of attainment—the bachelor's degree—what one chooses to study in college and the careers pursued after college can also mean a difference of \$2.8 million.

Our goal is to ensure that our students leave SPDM with the tools needed to attain advanced degrees and higher work-life earnings. We will prepare our students to do so through our curriculum choices, focus on creativity and collaboration, and our PBL instructional methodologies. Through PBL, SPDM students become self-directed learners who are prepared to adapt to changes and develop multiple skills and competencies.

3. Proposed Location

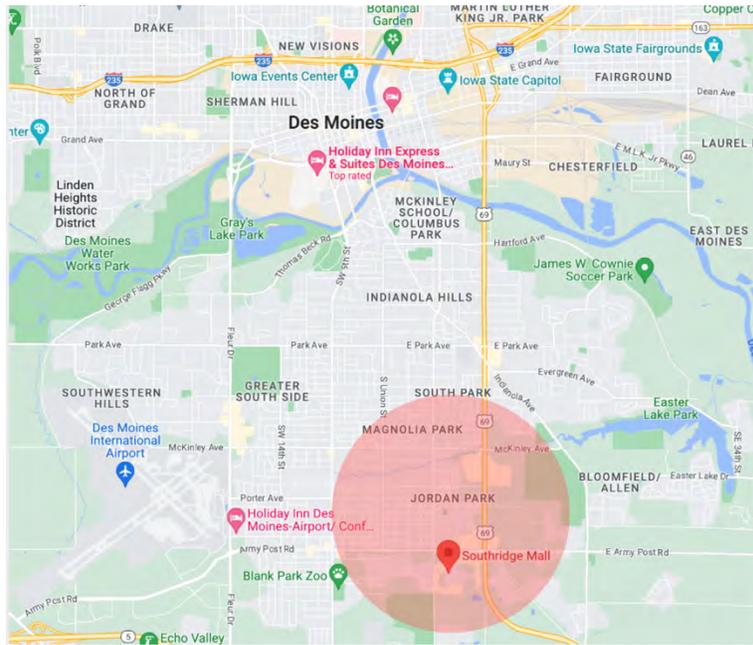
3.1. What is the address (Street Address, City, Zip Code) of the proposed charter school? Or, if not yet identified, describe the proposed geographic area within the state where the charter school is proposed to be located.

²⁵ Population aged 25–64.

²⁶ Workers with none through eighth grade earn \$936,000 compared with \$4,159,000 for workers with a professional degree.

3. Proposed Location

SPDM will seek to operate out of a facility located in the southernmost neighborhoods of Des Moines. We currently anticipate operating on the site of the current Southridge Mall located at 1111 E Army Post Rd in Des Moines, IA, 50315.



We have and will continue to work with a commercial real estate agent to identify suitable facilities for full program implementation. SPDM will ensure that prior to commencement of operations, such facilities shall comply with the Federal Americans with Disabilities Act (ADA) requirements, local building and zoning ordinances, and that the school has obtained permits under local ordinances for operating a school in the facilities. The school will maintain readily accessible records documenting such compliance on file at the main office and will provide copies to State Board upon request.

4. Proposed Grade Levels and Enrollment

4.1. Select each grade level that would be served during the five-year duration of the charter school contract by placing a mark in the first column below (Check all that apply). For each grade level selected, indicate the minimum, planned, and maximum enrollment for each year of the charter school contract.

√	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	K	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	1	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	2	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:

√	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	3	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	4	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	5	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
√	6	Min: 0 Planned: 0 Max: 0	Min: 20 Planned: 25 Max: 50	Min: 20 Planned: 50 Max: 75	Min: 20 Planned: 75 Max: 100	Min: 20 Planned: 75 Max: 100
√	7	Min: 0 Planned: 0 Max: 0	Min: 20 Planned: 25 Max: 50	Min: 20 Planned: 50 Max: 75	Min: 20 Planned: 50 Max: 75	Min: 20 Planned: 75 Max: 100
√	8	Min: 0 Planned: 0 Max: 0	Min: 20 Planned: 25 Max: 50	Min: 20 Planned: 25 Max: 50	Min: 20 Planned: 50 Max: 75	Min: 20 Planned: 50 Max: 75
	9	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	10	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	11	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:
	12	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:	Min: Planned: Max:

5. Evidence of Need and Community Support

5.1 and 5.2 should address how the independent founding group gathered, engaged, and assessed the community's need and support for the proposed school. Evidence may include survey results, minutes from community meetings, summarized public comments, or any other documentation of community need and support for the proposed charter school.

5.1. Describe the evidence supporting the need for the proposed charter school.

Our founding team is committed to providing educational choice for families in areas where it currently does not exist or is not sufficient to meet the demands of the community. Des Moines was chosen based on a variety of community factors, including population characteristics and academic performance of neighborhood schools.

The data below highlights the key demographics of our target area. Des Moines is the state's largest city and with over 31,000 students, its public school system has nearly twice the enrollment of next largest school system in the state.

5. Evidence of Need and Community Support

Area Data (Des Moines)

Metric	
Total Population	211,034
Below Poverty Level	15.3%
Bachelor's Degree or Higher	28.1%
Speak a Language Other Than English	20.7%

Source: U.S. Census Bureau QuickFacts

Significant Student Groups (Des Moines Public Schools)

White	Hispanic	African American	Asian	Multi-Racial
37.89%	26.39%	20.52%	8.12%	6.47%

Source: <https://www.dmschools.org/data-snapshot/>

A deeper analysis of statistics shows the need for high-quality education programs is severe in Des Moines. The table below compares the performance of School Performance Profiles of Des Moines Public Schools (“DMPS”) with those from across the entire state.

Category	Schools (%) Statewide	Schools (%) Des Moines
Exceptional	1.5	0
High Performing	12.5	1.6
Commendable	36.6	3.1
Acceptable	34.2	35.9
Needs Improvement	10.6	39.1
Priority	4.6	20.3

Source: <https://www.iaschoolperformance.gov/ECP/Home/Index>

A significant gap exists between the performance of students across Iowa and those in DMPS. While more than 50% of schools statewide are categorized as *Commendable* or better, less than 5% of DMPS campuses received that designation. Additionally, nearly 60% of DMPS campuses fall into the two lowest categories – *Needs Improvement* and *Priority*.

SPDM seeks to create community change for those students most in need. The data below shows the demographic breakdown of the four DMPS elementary campuses closest to our proposed location as well as the DMPS average. Our proposed location would allow us to serve the most vulnerable students as each campus has a significantly higher percentage of students qualifying for Free and Reduced Lunch as well as English Language Learners.

	Free and Reduced Lunch	English Language Learners	Special Education
Studebaker Elementary	84.55%	27.44%	14.02%
Lovejoy Elementary	86.45%	36.06%	11.51%
Morris Elementary	87.30%	24.16%	13.93%
South Union Elementary	88.32%	25.82%	11.48%
DMPS Average	76.22%	21.92%	14.69%

Source: <https://www.dmschools.org/data-snapshot/>

5. Evidence of Need and Community Support

5.2. Describe the evidence of community support for the proposed charter school.

The founding members of SPDM have met both virtually and in-person with key community members of the greater Des Moines community. The intent of these meetings was to build collaborative partnerships, explore the desire to provide a high-quality school of choice in the community, and explain the unique and proven SPDM model.

The SPDM team met with representatives from the following organizations:

- Des Moines Area Religious Council (DMARC)
- Family Promise of Greater Des Moines
- Grand View University
- Science Center of Iowa
- Homeward Des Moines
- Boys and Girls Club of Des Moines
- Heartland AEA
- Iowa Department of Education

From these meetings, SPDM received varying levels of support and commitment depending on the needs the organizations meet within the greater Des Moines community:

- Des Moines Area Religious Council (DMARC): Will assist SP in accumulating critical data needed to identify the needs of the community surrounding the school site as well as act as a food pantry for families struggling with food insecurities.
- Family Promise of Greater Des Moines: Will work with SPDM to provide support to students and their families struggling with temporary homelessness.
- Grand View University: Will work with SP to educate families on pathways to and through college.
- Homeward Des Moines: Will connect SP to homelessness organizations, community partners, and government officials that serve the greater Des Moines area.
- Boys and Girls Club of Des Moines: Will work with SP to establish an after school and/or summer program for our students requiring care outside of the school day.
- Heartland AEA: Will provide school support services in the areas of school-community planning, professional development, media services, and school technology.

5.3. Optional attachment(s) to support 5.1 and 5.2. Please add any additional information or documents to [Appendix A](#)

6. Independent Founding Group and Governing Board Background Information

Independent Founding Group Members

"Founding group" means a person, group of persons, or education service provider that develops and submits an application for a charter school to the state board" [Iowa Code § 256E.2(5)].

6.1. Enter the names of the independent founding group members.

The founder is Jason Watts, Executive Director Scholarship Prep California.

6.2. Attach the curriculum vitae (CV) or résumé for each founding member to [Appendix B](#).

6. Independent Founding Group and Governing Board Background Information

Proposed Governing Board Members

"Governing board" means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract" [Iowa Code § 256E.2(6)].

6.3. Enter the names of the proposed governing board members. If not yet known, enter the date when they will be available.

SPDM is actively engaging individuals to serve on the Governing Board. SPDM intends to have a full Governing Board by June 30, 2024.

6.4. Attach the CV or résumé for each governing board member to [Appendix C](#).

Proposed Charter School Administration

6.5. Indicate the names of the proposed charter school administration and each individual's role.

Add rows as necessary.

Proposed Administrator Full Name	Role
To be hired after charter approval, before June 30, 2024.	Principal

Attach the CV or résumé for each administrator to [Appendix D](#).

7. Proposed Calendar and Daily Schedule

7.1. Attach a copy of the proposed charter school's calendar that includes:

- School year and semester start and end dates,
- Holidays and other no-school days, and
- Professional learning days.

7.2. Attach a sample of the proposed charter school's daily schedule for one week that includes:

- Daily start and end times,
- Class period or content block start and end times, and
- Name of classes or content to be covered.
- If the proposed charter school wishes to offer grades nine through 12, attach a master schedule and course catalog.

7.3. Add attachments to [Appendix E](#).

8. Proposed Academic Program

8.1. Describe the proposed charter school's academic program and identify how the program aligns with state academic standards.

The educational model for curriculum and instruction at SPDM will be guided by our core values, our beliefs about how learning best occurs, best practices for educating homeless and foster youth, and by best practices researched in high performing schools, including our other campuses, that consistently produce well-educated students prepared to successfully enter and succeed in college and the workforce. As a college-preparatory school, it is vital that our curricular and instructional choices, including staffing, technology purchasing, schedule creation, and resource selection ensure that all students can and will succeed.

We will provide an environment that is structured around clear and consistent routines and procedures that structure the school day and individual classrooms on a daily basis. Students will be held to the highest expectations academically and behaviorally; they will follow the Dress Code and our discipline policies. There will be standard procedures consistent across every classroom and students will know what to expect every day they enter school. We expect all our students will be prepared for class every day, and we will explicitly teach students the materials they need to begin the school day and have ready for each class. All students will be warmly and individually greeted as they enter the school building as well as each classroom. From the very beginning of the school year, teachers will be able to teach in an environment that maximizes learning. Throughout the school year, teachers will be observed and given feedback to ensure the systems and structures that support learning remain consistent.

SPDM teachers will individually, successfully, and fully implement all state Student Standards, including but not limited to Core Standards, Early Learning Standards, English Language Proficiency Standards, career and technical education standards, and fine arts and computer science standards. Our long-term plan for successful standards instruction will include:

- implementing Iowa State Standards to drive instruction;
- targeted student interventions to aide in the mastery of grade-level standards;
- incorporating performance tasks to assess standards mastery in summative assessments;
- criteria for success at each stage of timeline;
- intensive teacher/instructional support needs identified, and resources matched; and
- technology readiness plan.

Project-Based Learning

Introduction

The key lever we will use to develop the proficiency of our targeted student population is Project-Based Learning (PBL). It has proven to be successful across different demographics and geographic areas, including our existing schools. PBL is a teaching strategy that uses real-world learning activities to engage student interest and motivation. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom. Teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods.

In order to fully maximize the effect of PBL, we will be intentional in our curricular and instruction choices. First, we have a leadership team with familiarity with PBL both as classroom teachers and administrators. The experience of our leadership team with PBL has proved invaluable when training site administrators, teachers, and even support staff. Secondly, when hiring we will mine candidate pools for the attributes and skills needed to succeed as a PBL instructor – collaborative spirit, creativity, technological proficiency, willingness to be innovative, critical thinking, and a lifelong learner. Third, we continually review and select core curriculum and support materials that align themselves with the rigorous, open-ended, and real-world

applicable nature of PBL. Finally, we will provide extensive professional development, both internally and externally, to our staff on the implementation and refinement of PBL.

As a PBL school, SPDM teachers will mix learning technologies and interactions resulting in a socially supportive constructive learning experience. SPDM will utilize digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction. Students will have access to laptops or tablets to participate in projects and solution sessions that will fully utilize digital content and interactive tools.

One of the goals of PBL is to engage students' deeper learning, asking them to grapple with concepts from many different perspectives. PBL is an effective vehicle to teach students 21st Century skills, like communication, collaboration, organization, time management, research, self-assessment, and reflection skills.

Research

PBL has been utilized for over 40 years in a variety of different disciplines. The Next Generation: Cells to Society Curriculum at the University of Virginia School of Medicine is a PBL approach that educates medical students using a blend of active, experiential learning activities. A number of comprehensive summaries of other research studies were conducted that provided a synthesis of the effects of PBL in comparison to traditional forms of instruction. A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams.

A study conducted by Jason Ravitz in 2010, *Beyond Changing Culture in Small High Schools: Reform Models and Changing Instruction with Project-Based Learning*, concluded that reform model start-up schools that adopted an innovative approach like Project-Based Learning were more successful in changing the faculty and student culture, engaging in inquiry-related practices, and successfully implementing PBL than large comprehensive traditional schools or smaller schools not affiliated with any specific teaching practice.

Finally, Robert Grier and colleagues examined the effects of a reform initiative with multiple strategies, including PBL that focused on supporting standards-based science teaching in urban middle schools. Their effort was one part of a comprehensive reform initiative in the Detroit Public Schools, and was centered on highly specified and developed project-based inquiry science units supported by targeted faculty professional development and integration of technology. Two groups of 7th and 8th graders participating in the project units were compared with the remainder of the district population, using results from the high-stakes state standardized test in science. Both PBL groups showed increases in science content understanding and process skills over the control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on the statewide test. The relative gains occur up to a year and a half after participation in the curriculum, and show little change within the second cohort when scaling occurred and the number of teachers involved increased. When the investigators looked at the results by gender they revealed that the curriculum effort succeeded in reducing the gender gap in achievement experienced by urban African-American boys.

Data presented in the four studies summarized above provide sufficient evidence that students achieve high results on standardized tests and sustain a deeper understanding of content over the long-term using a PBL academic design.

Program Implementation

Using the *Seven Essentials for Project-Based Learning* by John Larmer and John R. Mergendoller, our students will be involved in meaningful inquiry that will engage their minds. The Seven Essentials for PBL that SPDM teachers will incorporate on a daily basis for all students is as follows:

1. A Need to Know

Teachers will powerfully activate students' need to know content by launching a project with an "entry event" that engages interest and initiates questioning. An entry event can be almost anything: a video, a lively discussion, a guest speaker, a field trip, or a piece of mock correspondence that sets up a scenario.

With a compelling student project, the reason for learning relevant material becomes clear: I need to know this to meet the challenge I've accepted.

2. An Essential Question

A good essential question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex, and linked to the core of what you want students to learn. It could be abstract (When is war justified?); concrete (Is our water safe to drink?); or focused on solving a problem (How can we improve this website so that more young people will use it?). Teachers will begin each unit in every subject with an Essential Question. Time will be spent during professional development and in coaching sessions with the Principal and Chief Academic Officer to ensure that the essential questions are rigorous, purposeful, and standards-aligned.

3. Student Voice and Choice

This element of PBL is key. In terms of making a project feel meaningful to students, the more voice and choice, the better. SPDM teachers will design projects with the extent of student choice that fits their own style and students.

On the limited-choice end of the scale, learners can select what topic to study within a general driving question or choose how to design, create, and present products. As a middle ground, teachers might provide a limited menu of options for creative products to prevent students from becoming overwhelmed by choices. On the "the more, the better" end of the scale, students can decide what products they will create, what resources they will use, and how they will structure their time. Students could even choose a project's topic and driving question.

4. 21st Century Skills

A project should give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. This exposure to authentic skills meets the second criterion for meaningful work—an important purpose. A teacher in a project-based learning environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves.

5. Sustained Inquiry

Students find project work more meaningful if they conduct real inquiry. In real inquiry, students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and often ultimately leads to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation—a new answer to a driving question, a new product, or an individually generated solution to a problem. To guide students in real inquiry, SPDM staff will refer students to the list of questions they generated after the entry event, and will coach them to add to this list as they discover new insights. The classroom culture should value questioning, hypothesizing, and openness to new ideas and perspectives.

6. Feedback and Revision

Formalizing a process for feedback and revision during a project makes learning meaningful because it emphasizes that creating high-quality products and performances is an important purpose of the endeavor. Students need to learn that most people's first attempts don't result in high quality and that revision is a frequent feature of real-world work.

In addition to providing direct feedback, SPDM teachers will coach students in using rubrics or other sets of criteria to critique one another's work. Teachers will arrange for experts or adult mentors to provide feedback, which is especially meaningful to students because of the source.

7. Public Product

Schoolwork is more meaningful when it's not done only for the teacher or the test. When students present their work to a real audience, they care more about its quality. Once again, it's "the more, the better" when it comes to authenticity. Students might replicate the kinds of tasks done by professionals—but even better, they might create real products that people outside school use.

SPDM teachers will be trained through summer professional development, ongoing weekly Professional Learning Communities, and external conferences to focus on the following "Big Ideas" that will guide them to understanding how to design curriculum and manage student inquiry.

Big Idea #1: SPDM teachers will be designers.

Teachers will learn to shift away from writing daily lesson plans and toward carefully mapping out long-range units.

PBL Connection: To meet the demands of 21st century learning, teachers will work within a framework for designing units. In PBL, the project *is* the unit. It requires careful planning from start to finish. Teachers will be given explicit training and support from the Principal and Chief Academic Officer in unit creation, from the selection of the essential question to the ways in which student voice is included to the public product choices.

Big Idea #2: SPDM teachers will facilitate inquiry.

Research and sustained inquiry are emphasized throughout the standards, but most prominently in the writing strand, because written analysis and presentation of findings are critical in both college and careers. To meet the demands of 21st century learning, students must be able to build knowledge and expertise through careful reading of increasingly complex texts about the same topic of investigation.

PBL Connection: To meet the Essential Elements of PBL, inquiry must be academically rigorous and position students to pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers. Well-designed projects teach students how to be deep, analytical thinkers and require perseverance through the inquiry process.

Big Idea #3: SPDM teachers will set students up to dig deep, search for meaning, and craft reasoned arguments.

High-quality instruction requires teachers to shift from promoting a "searching for the right answer" mentality to explicitly teaching students how to dive into texts and search for meaning. Students need ongoing access to inquiry experiences that build their understanding of the world through text, and that explicitly teach them how to support arguments with evidence.

PBL Connection: Projects will be framed around compelling problems, issues or challenges that require critical thinking and prompt students to craft reasoned arguments in response to the driving question. Through balanced assessment in PBL, teachers will assess the critical thinking process as well as products, enabling students to self-assess their critical thinking skills.

Big Idea #4: SPDM teachers will create conditions in which students can learn how to persevere.

Perseverance is an underlying theme in today's world. To meet today's demands, students need to put forth sustained effort through in-depth investigation of issues, building understanding of varying perspectives, reading complex texts, listening carefully, and sharing their reasoning.

PBL Connection: Students will be asked to demonstrate perseverance by analyzing and solving problems, and thinking critically in an in-depth and sustained way. Revision and reflection, one of BIE's 8 Essential Elements, requires PBL teachers to provide students with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress, demonstrate perseverance, and polish their products until they successfully meet the established criteria for success.

Big Idea #5: SPDM teachers will integrate content and create relevance.

High-quality instruction requires teachers to move away from teaching skills in isolation and toward the integration of reading, writing, speaking and listening, and language into long-term unit plans. Students will be able to see the relationship between standards as they transfer concepts and skills in the classroom to the world outside the classroom walls. Rather than learning in a decontextualized way, 21st century learning demands that students have ongoing experiences to learn about the world through reading, and that they understand the relevance of what is taught.

PBL Connection: Key culminating products will be complex in nature and enable students to demonstrate their understanding of a blend of concepts and skills. Well-crafted Driving Questions will be both understandable and inspiring to students, and provide a meaningful, authentic context for learning. Projects will be designed to motivate students to learn because they genuinely find the project's topic, Driving Question, and tasks to be relevant and meaningful. Entry events will be designed to powerfully engage students both emotionally and intellectually, making them feel invested in the project. This will provoke students to dive into inquiry and gives them a reason to read, write, listen and speak about the topic of investigation.

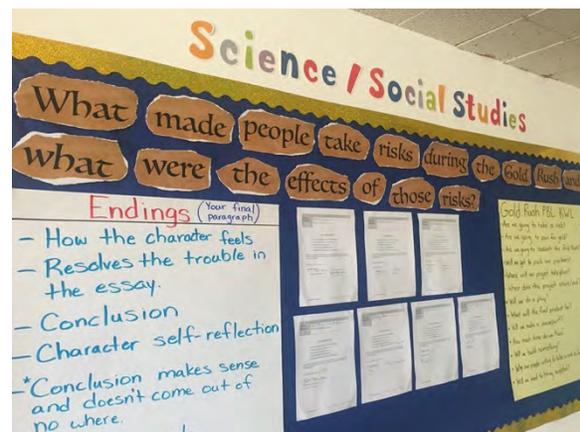
Big Idea #6: SPDM teachers will facilitate meaningful conversations.

High-quality instruction requires a shift from teachers doing much of the talking to creating conditions in which students can engage in meaningful conversations in which they learn how to use evidence for claims, listen carefully, draw meaning and evaluate others' reasoning.

PBL Connection: Collaboration is a requirement in PBL and will be a requirement of students at SPDM. It is anticipated that when students work in project teams and interface with people beyond the classroom, they will have conversations about what they are learning, possible answers to the Driving Question, and how to create project products.

PBL in the Classroom

At SPDM, teachers use the classroom environment and physical space to guide students through the project development process, including how the driving question guides the PBL end result. As shown below, PBL Project Walls typically include the content area being studied, driving questions, key vocabulary, background information, expert questions, rubrics, and collaborative guides such as team contracts and roles.



Classrooms may also use flexible seating as a method to increase student participation and collaboration

within the classroom setting during PBL.

Examples of PBL units are listed below.

Grade	Essential Question	Public Product
1 st /2 nd	Can you influence how others think?	Student presentation on school-related topic
3 rd /4 th	Who should tell the story of the local community?	Creation of a blog or podcast discussing a story in the surrounding city
5 th	How did consumerism collide with the fight for independence in colonial America?	Creation of website to advertise a late 18 th century business
6 th	The Great Wall of ancient China: Did the benefits outweigh the costs?	Model of the Great Wall and class debate
7 th	Do the benefits of being eco-friendly outweigh the drawbacks?	Political campaign speech and press conference on eco-friendly school and community initiatives
8 th	What would happen if restaurants wrote their menus in terms of exercise?	Student presentation on mathematical findings
9 th	How does the quality of the environment affect the health of all living things within it? How do humans influence the environment?	Creation of a digital marketing campaign that educates and encourages community members an environmental issue in their own community
10 th	How does our understanding of historical tensions around establishing governments shape our political decision making?	Delivering a political campaign speech and press conference
11 th	How do technological developments impact devices, processes, and systems for the way we live?	Engage in live debates with peers in front of an authentic audience
12 th	What are the costs and benefits of privatizing previously publicly funded initiatives?	Writing a position paper around level of government funding vs. encouragement of privatization

Instructional Methodologies to Support PBL

At SPDM, we believe that all children have inherent talent, and through encouragement and education, can and will achieve.

The following key elements, described below, support our PBL instructional program:

- A. *Research-Based Strategies;*
- B. *Standards-Based Instruction through Backwards Design;*
- C. *Icons of Depth and Complexity; and*
- D. *Bloom's Revised Taxonomy.*

A. Research-Based Strategies

Scholarship Prep incorporates the research-based strategies that are outlined in the book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. The authors have examined decades of research to determine which teaching strategies, or “best practices,” have positive effects on student learning. These strategies are not new, but when teachers use these strategies effectively with their students, the outcome is a measurable difference in student achievement.

Teachers use these strategies at multiple points, including:

- At the beginning of the PBL unit, strategies for setting learning goals are included;
- During a PBL unit, strategies for monitoring progress toward learning goals, for introducing new knowledge, and for practicing, reviewing, and applying knowledge are included; and
- At the end of a PBL unit, strategies for helping students determine how well they have achieved their goals are utilized.

SPDM will devote ample time during summer professional development for teachers to plan out the essential questions, student voice options, and public product choices for each PBL unit. The efficacy of unit plans will be addressed on an ongoing basis through coaching protocols as well as weekly professional development and staff meetings. Additionally, grade level meetings will be planned multiple times a year to allow for teachers to work with their peers teaching the same or similar grade levels at the other SPDM campuses.

Marzano's Recommended Best Practices:

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

B. Standards-Based Instruction through Backwards Design

In all content areas, SPDM's pacing plan is developed based on a systematic prioritization and clustering of the adopted Iowa State Standards. When planning a unit of study, teachers look at their own grade level or course standards, in addition to the standards of the grades or subjects above and below them. Thus, SPDM ensures true depth of understanding rather than just providing minimally required coverage of topics.

Specifically, faculty is trained to: (1) design standards-based instruction (using the principles of backwards design, below); (2) align appropriate assessments to the standards; (3) implement instructional activities that are aligned to standards and reflect research-based best practices, including strategies detailed in *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, and Pollock); and (4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students, as well as our target population.

Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. Teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that SPDM will use:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators apply specific tools necessary to “unpack” and prioritize content standards. Specifically, teachers:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps them internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this is tied to creating assessments);
 - Percentage of questions from annual statewide assessments that relate to each strand of the standards (this is tied to creating assessments); and
 - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by them (this is tied to creating summative assessments for the end of units as well as formative assessments for every individual lesson within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to Content Standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard; and
- Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs);
- Using a variety of assessment results to assist in creating standards-based lesson plans;
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson).

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use this process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and/or subjects at SPDM. Specifically, all teachers are charged with the responsibility of meeting no less than weekly, as a grade-level or departments, to engage in lesson study, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

SPDM backwards design begins and ends with our unit plans. As seen on the next page, teachers are required to identify the driving questions of every unit, including the large essential question and the more targeted focusing questions. Teachers must explicitly identify the English Language Development (ELD) standards to support English Learners as well as the accommodations for all students with special needs. SPDM's focus on developing strong readers, writers, and speakers of the English language can be seen in identifying key vocabulary and supports in each unit.

SPDM ensures that all teachers are supported in the planning process through individualized coaching as well as with the detailed framework below.

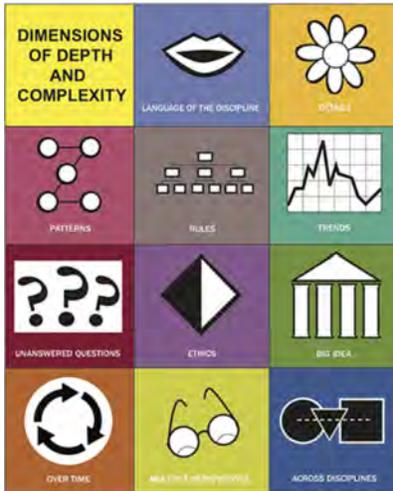
Teacher	Grade	Subject	Unit #
Essential Question/Big Idea		Focusing Questions	
Content Standards		ELD Standards	
Curricular Resources Used		Key Vocabulary	
Tier 2 and 3 Supports Used		Accommodations Provided	
Pre-assessment/Progress Monitoring		Summative Assessments	

Week #	Day 1	Day 2	Day 3	Day 4	Day 5
1	Objectives: Slide Deck/Student Facing Materials: Assessment:				
2					
3					
4					
5					
6					

C. Icons of Depth and Complexity

Since the vision of SPDM states that all students have innate talent that must be fostered, the staff uses teaching strategies for all students that are typically designed for differentiating the curriculum for Gifted students. Gifted strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, and/or compacting of the curriculum for grade level State Standards.

The Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.



Teachers must respond to the diversity of their students' needs, interests, and readiness levels. With that in mind, Winebrenner (2001) in her book, *Teaching Gifted Kids in the Regular Classroom*, encourages teachers to recognize that students are at different levels in their learning and need constant opportunities to work at those various levels. Furthermore, Winebrenner stresses that gifted students require regular opportunities to become engaged with learning activities that require more depth and complexity.

To differentiate a lesson for gifted students, teachers must modify:

- Content (modify according to depth and complexity)
- Process
 - Grouping (individuals, pairs, small groups, heterogeneous, homogeneous)
 - Instruction (vary teaching methods; use inductive, deductive, or hands-on strategies; alter pace; utilize compacting: for instance, in a lesson, consider pretesting, graphic organizers, demonstrating relevance, adding an intriguing twist)
- Products (many, varied, authentic, and representative of the real work of the discipline)

Sandra Kaplan (2001), associate professor of learning and instruction at the University of Southern California, suggests that teachers guide gifted students into greater depth and complexity by implementing the following dimensions of depth and complexity.

DIMENSIONS OF DEPTH

For Kaplan (2001), depth is a deep understanding of the content of the field of study. It is achieved when students can understand the specialized language of the discipline; learn as many details as possible; understand the patterns; are aware of trends and rules; understand the ethics involved; know the big ideas, principles, and generalizations; and look for unanswered questions.

Depth involves exploring a discipline by looking below the facts and investigating generalizations, principles, and universal concepts. Depth has the following major dimensions:

- Language of the Discipline: Students identify terms or words that are specific to a subject or discipline and recognize how professionals in the field talk to one another (i.e., appropriate terminology).
- Details: Students are instructed to note the attributes, traits, or characteristics of an idea or event.
- Patterns: Students are instructed to identify recurring events, to recognize that patterns repeat themselves, and to use patterns to predict.
- Trends: Students identify factors or events (social, political, economic, and geographic) that cause events to occur or happen and identify influences or forces.

- Unanswered Questions: Students are instructed to question what is still not known or understood, to identify what is still unclear, to find discrepancies, to determine if any conclusions need further investigation, evidence or support.
- Rules: Students are instructed to define how the topic is structured and to define the orders, laws, norms, and formulas followed.
- Ethics: Students are instructed to identify any dilemmas or controversies of the idea or event and to determine the elements that reflect bias, prejudice, or discrimination.
- Big Ideas: Students determine the overarching statement (e.g., generalization, principal or theory) that best summarizes what is being studied.

DIMENSIONS OF COMPLEXITY

Kaplan (2001) defines complexity as scholarly insights into the connections across time, people and disciplines. Complexity is demonstrated in the students' ability to make connections over time, look for elements from several perspectives, and make interdisciplinary connections.

Complexity involves the ability to see relationships between and among ideas in and within a discipline. Complexity has three major dimensions:

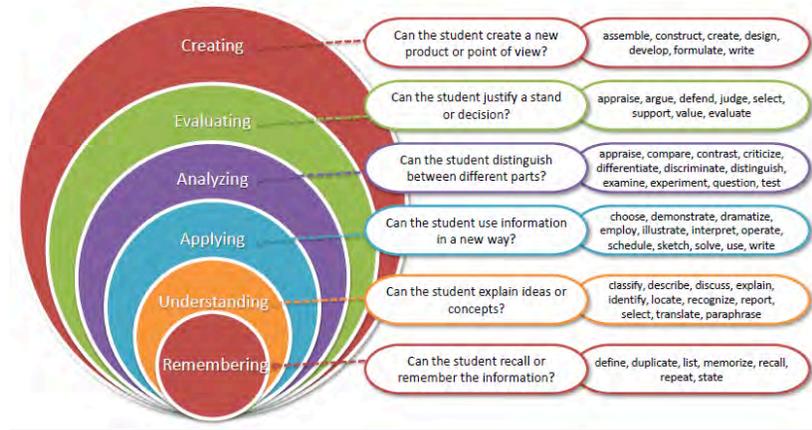
- Relationships Over Time: Students describe how the passage of time changes the idea or event and examines the origin, the present, and the future.
- Relationships From Different Points of View: Students are instructed to investigate the opposing points of view, roles, status, or values and to examine the event from the perspective of different disciplinarians (e.g., anthropologist, economist, sociologist, artist) in order to gain in-depth knowledge of an issue by knowing it from both sides.
- Interdisciplinary Relationships: Students explore the topic across two or more academic disciplines by formulating questions, identifying similarities (common elements) and differences of the disciplines.

SPDM's use of the icons of depth and complexity can be seen in the unit plan templates in the previous section. Teachers must explicitly identify language of the discipline which get transferred into student understanding and use. Every unit also contains a big idea or essential question that students journey to answer. Teachers also bring the icons to life through interactive whiteboard configurations in the classroom.

D. Bloom's Revised Taxonomy

SPDM will incorporate the Revised Bloom's Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students thought processes. According to the Revised Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

Bloom's Taxonomy (Revised)



Arts and Athletics

SPDM believes the importance of diversifying one's knowledge and experiences includes the incorporation of Visual and Performing Arts ("VAPA"). VAPA will be incorporated throughout the SPDM academic program for students in all grade levels, particularly through the electives program. VAPA includes art appreciation, participation in school performances, dance, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression. The specific courses available to students will be dependent upon grade level.

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall, in his analysis of the Department of Education's National Education Longitudinal Study (NELS) database of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas.

To that end, SPDM will offer a robust arts education program to grow the innate talents of students. Instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications. In addition, literacy skills will be woven into these "elective" classes.

Specifically, our students will have the opportunity to engage in visual and performing arts-based activities at SPDM such as Choir, Music, Drama, Graphic Design, Studio Art, Photography, and Dance.

SPDM will utilize the latest in research applied to athletics and academics to accentuate student performance both in and out of the classroom. Athletic classes provided through the electives program develop the students' motor skills while promoting the good health habits that will have a positive effect on students' well-being. In addition, students develop sportsmanship and teamwork skills, as well as specialized proficiencies in sports of the students' choosing. Thus, athletics at SPDM will incorporate the best practices of youth sports programs across the nation.

The connection between physical activity and academic performance is clear. The brain's frontal lobe, thought to play a role in cognitive control, keeps growing throughout the school years, according to researcher Charles Hillman. In a 2007 study published in the *Journal of Sport & Exercise Psychology*, Hillman put 259 Illinois third graders and fifth graders through standard physical education routines such as push-ups and a timed run, and he measured their body mass. Then he checked their physical results against

their math and reading scores on the Illinois Standards Achievement Test. According to Hillman, there was a relationship to academic performance. Moreover, the more physical tests the students passed, the better they scored on the achievement test. The effects appeared regardless of gender and socioeconomic differences. Therefore, regardless of his or her race or family income, the fitness of a child's body and mind are tightly linked.

In another study published in 2007 in the *Research Quarterly for Exercise and Sport*, researchers found that children ages 7-11 who exercised for 40 minutes daily after school had greater academic improvement than same-aged kids who worked out for just 20 minutes. According to John J. Ratey, clinical associate professor of psychiatry at Harvard Medical School and the author of *Spark: The Revolutionary New Science of Exercise and the Brain*, memory retention and learning functions are all about brain cells actually changing, growing, and working better together.

Specialized electives classes in athletics will be offered to all students. These classes may include, but are not limited to soccer, basketball, and track and field.

Program

The arts and athletics programs at SPDM utilize highly skilled and trained instructors to work with and teach students during the school day as an electives-based course. This means, starting in kindergarten, students are able to select the specific arts and athletics courses for their school day. Thus, for example, a student may select both studio art and music, if both are offered, rather than any athletics elective. Alternatively, a student may decide to choose one arts elective and one athletics elective.

The arts and athletics electives offered at each campus is dependent on community interest and availability of high-level instructors. Each student also has the opportunity to “experiment” with all the electives class offerings at the beginning of the year. The school will allow students to participate in each elective for a 1-2 week period to allow them to best determine which classes they like best prior to selecting their two choices for the school year.

The opportunity for students to receive training by high-level instructors while at school, free of charge, is essential for skill development. What more affluent students may be able to access outside of the school day from specialized/high-level instructors, SPDM is providing, for free, to all students who are interested through the electives program. Each student selects two electives, with each elective session taking place twice per week. As an example, a kindergarten student may take music and studio art, each twice per week, for 40 minutes each class.

The electives pathway is designed to ensure that our students are exposed to a variety of arts and athletics offerings by the time they enter high school. This preparation will allow our students to be ready to participate in high school sports programs as a result of their heavy focus in on teamwork, cooperation, physical fitness, sport specific skills, and time management or arts courses due to their heightened proficiency levels.

Technology/Computer Science

Use of technology is a vital component to the success of SPDM students. As a PBL school, students must be able to research topics, create presentations and digital media, and engage in new technology to stay current. Access to devices will be one-to-one from 1st grade with students in Kinder having access to devices during the school day. Students will also be able to take the devices home to continue learning when not on school grounds. All core curriculum for students in grades 3-8 is available online. The use of Chromebooks will allow students to fully engage in the instructional program, individualized learning programs, and class assignments and resources included in Google Classroom. Students will use our technology for research projects, for composing and illustrating stories, word processing, differentiated instruction (e.g., math facts practice, phonics exercises), ELD activities, completing digital assignments and assessments, and to research topics and find information related to thematic units.

8. Proposed Academic Program

Computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. All devices provided to students will be monitored and updated at least annually to ensure they have the latest updates, browsers, and technology to access secure testing portals.

Technology is also important to creating an inclusive and equitable environment for students with disabilities. Among the adaptive tools SPDM will provide to students and staff are voice amplifiers, digital magnifiers, communication boards and apps for non-verbal or limited communicative students, recording devices, alternative keyboards and computer keypads, speech recognition software, and resources supplied or recommending by outside providers (e.g. occupational or physical therapists).

Wherever possible, different forms of technology will be integrated into core content areas to reach all types of learners. For example, using the PBL model, English Learners and other students will be able to create charts or diagrams via presentation software to demonstrate comprehension of photosynthesis and digitally record explanations to accompany the presentation. Other inquiry-based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers may develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

SPDM recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Therefore, technology instruction will be woven throughout subject areas so that as students move on to high school they will be able to do the following:

- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand the importance of digital citizenship.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

9. Proposed Instructional Model

9.1. Describe the proposed charter school's instructional model that includes:

- **Type of learning environment,**
- **Class size and structure,**
- **Curriculum overview, and**
- **Teaching methods.**

An instructional model is a framework for the proposed instructional design that aligns with the needs of the charter school's prospective student population(s). The description should address all of the following:

- Learning environment is the way instruction will be provided (e.g., face-to-face classroom-based, independent study, online).
 - Class size and structure includes the maximum class size, the teacher-to-student ratio, grades served in a particular classroom, etc.
 - Curriculum overview includes how teachers will teach the standards, including the particular curriculum (e.g., lessons, instructional materials, teaching techniques, activities).
 - Teaching methods include the methods and systems that teachers will use to provide differentiated instruction, remediation, and intervention to meet the needs of all students.
-

Type of learning environment

SPDM teachers and staff will provide instruction to students face-to-face via a classroom-based model.

Class size and structure

SPDM intends to open in the 2025-26 school year. This will provide our selected administrator with a planning year to fully understand and observe the SPDM model, actively recruit students, and engage with key community stakeholders. We plan for all classrooms to be a single grade level (no split or combination classes) with one classroom teacher. Our planned classroom size is 20 students in Kindergarten and 25 in 1st through 5th grades with teacher-to-student ratios of 1:20 (Kindergarten) and 1:25 (1st through 5th grades). The maximum class size, depending on physical classroom size, is 24 in Kindergarten and 30 in 1st through 5th grades.

In our first year, we plan to open with two Kindergarten classes and one class at each grade level between 1st and 5th grades for a total enrollment of 165 students. Our planned enrollment by the end of this 5-year term is 385 students.

Curriculum overview

SPDM will work diligently to help our students believe that college is a realistic and attainable goal for every student. Therefore, SPDM will establish a collegiate-inspired, standards-aligned curriculum. We understand that our students may have serious deficiencies when they first enter SPDM; however, our entire school design is to ensure that all students acquire the skills and knowledge needed to meet the school's rigorous academic program. Diagnostic assessments will determine students' strengths and weaknesses. As necessary, teachers will supplement the curriculum to meet student needs. Organized instruction that supports the most at-risk students, the extended day, and multiple academic supports allow every student to learn at a high level.

Special emphasis will be given to the four core curricular areas of English language arts and literacy ("ELA/Literacy"), mathematics, science, and social studies. The remaining components of the SPDM model will work together collectively to ensure that all students attending our school will acquire the skills and concepts addressed within the standards and that the overall mission of the school is accomplished. SPDM will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at SPDM may be modified as necessary and/or appropriate to reflect changes to state and national standards.

Each of the instructional programs listed in the sections below will be analyzed for their alignment to the Iowa State Standards. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and students with special needs, and to challenge identified Gifted and Talented students.

Curriculum materials selected for SPDM must have the following vital components:

- A clear and documented research base;
- Evidence of its usability and efficacy with a full range of students, including English Learners;
- In all materials, principles of reading acquisition are explained;
- Instructions to teachers and students are clear and concise; and
- The relationship between tasks and the expected learning outcome is clear.

Curriculum, materials, and instructional activities will be selected through the input of the teachers on each grade level. Teachers will then bring the team's information to the Leadership Team who will finalize the decision with the administration. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students' reading levels. Selecting texts will be a collaborative effort made on the part of the Principal and teachers, and grade-level leaders.

SPDM retains the right to select appropriate research-based curricula that may include, but are not limited to, the following listed resources.

ELA/Literacy

The ELA/Literacy curriculum will consist of a comprehensive and balanced reading program used in all grade levels. In addition to the core curriculum below, teachers will use Lucy Calkin’s A Story of Units Phonics program and Reading A-Z as ELA curriculum to target foundational skills in literacy to build stronger readers and writers. The phonics program is built on a workshop model that emphasizes differentiated support to foster achievement for all Scholars. Reading A-Z is used to facilitate guided reading groups in which Scholars get targeted, balanced literacy instruction at their level based on frequent, ongoing benchmarking and running records.

Our intensive writing program will be grounded in Writing Pathways from Lucy Calkins through the Columbia University Reading and Writing Project. The mission of the Teachers College Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers. The organization has developed state-of-the-art tools and methods for teaching writing and using performance assessments and learning progressions to accelerate progress. The performance assessments through Writing Pathways offer instructional tools to support continuous assessment, timely feedback, and clear goals tied to learning progressions that are aligned with state and national assessments.

SPDM will incorporate Close Reading techniques within ELA/Literacy instruction. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

The chart below provides a list of craft techniques to which SPDM will introduce students to encourage close reading, along with questions that will help students explore how an author uses each craft in a text:

Craft Technique	Possible Questions
Imagery, including comparisons: <ul style="list-style-type: none"> • Similes • Metaphors • Personification • Figurative language • Symbols 	What is being compared? Why is the comparison effective? (typically because of the clear, strong, or unusual connection between the two) What symbols are present? Why did the author choose these symbols?
Word choice	What word(s) stand out? Why? (typically vivid words, unusual choices, or a contrast to what a reader expects) How do particular words get us to look at characters or events in a particular way? Do they evoke an emotion? Did the author use nonstandard English or words in another language? Why? What is the effect? Are there any words that could have more than one meaning? Why might the author have played with language in this way?

<p>Tone and voice</p>	<p>What <i>one</i> word describes the tone?</p> <p>Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal?</p> <p>Does the voice seem appropriate for the content?</p>
<p>Sentence structure:</p> <ul style="list-style-type: none"> • Short sentence • Long sentences • Sentence fragments • Sentences in which word order is important • Questions 	<p>What stands out about the way this sentence is written?</p> <p>Why did the author choose a short sentence here? (for example, so it stands out from sentences around it, for emphasis)</p> <p>Why did the author make this sentence really long? (for example, to convey the "on and on" sense of the experience.)</p> <p>Why did the author write a fragment here? (for example, for emphasis or to show a character's thoughts)</p> <p>Based on the order of the words in this sentence, which word do you think is the most important? Why? What was the author trying to show by placing a particular word in a certain place?</p>

HMH Into Reading (TK-5)

HMH Into Reading is a rigorous, knowledge-rich literacy curriculum that supports all students in becoming strong readers, writers, and critical thinkers. It provides learning through curated literary and informational texts that build knowledge on rich topics in literature, history, science, and visual arts. *Into Reading* ensures high student engagement by productive struggles, challenging and supporting students at all levels. This productive struggle is achieved by providing multiple entry points to engage with content, including text, paintings, audio clips, and photographs that inspire students to participate and want to know more. *Into Reading* integrates reading, writing, speaking and listening, grammar, and vocabulary. Teachers and students are able to engage with culturally relevant and ethnically diverse texts to build cross-disciplinary knowledge.

HMH Into Literature (6-8)

HMH Into Literature is a comprehensive ELA program, anchored on a set of rich, engaging, and complex literary and informational texts. Developed around rigorous state standards, the program challenges and supports all students to become critical and close readers. The program develops students' writing across varied genres with models of effective texts and ample opportunities for writing. *Into Literature* utilizes readings that draws students in and makes them want to respond, and teaches students the skills required to craft responses both orally and in writing. Readings include dramatic historical stories, contemporary events, and multi-genre and leveled texts ensure that content is differentiated and engaging. Instruction facilitates meaningful conversations about the texts to promote inquiry and active learning, helping students with annotation, analysis, and creative thinking.

Into Literature is built around the most conclusive research on effective ELA instruction—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools. A study conducted by the Educational Research Institute of America (ERIA) of the curriculum found that with the implementation of Collections, students at all grade levels evaluated showed significant improvement in their ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully.

Mathematics

Instruction will concentrate on solving problems; developing abstract, analytic thinking skills; learning to deal effectively and comfortably with variables and equations; and using mathematical notation effectively to model situations.

SPDM will further advance the mathematic achievement levels of our students by:

- Providing additional instructional opportunities for each grade level;
- Providing extensive and multi-year professional development in mathematics instruction that addresses Iowa Mathematic Standards;
- Providing access to websites, such as MIND ST Math, Freckle, and Khan Academy;
- Allocating funding to support math materials and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the Iowa State Standards in Mathematics, with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

Eureka Math

According to Education Week, EdReports.org selected 20 math instructional series to review for common core alignment. Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). Eureka Math was the only program that met the expectations for alignment to the CCSS at every grade level reviewed.

Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, families, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics.

Eureka Math includes the following:

- Scaffolding hints to help teachers support Response to Intervention (RTI).
- Professional development so teachers can study the curriculum and learn how to make the most of the material.
- Consistent lesson rhythms, allowing teachers to focus energy on engaging students in the mathematical story.
- Convenient interactivity to permit progressions-based search functionality for easy navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

Science

Science instruction at SPDM will be designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with an awareness of the world around them and the world's effect upon them. The curriculum will be comprised of units of study, which have a performance-based, discovery-centered methodology requiring substantial amounts of hands-on science experiments. SPDM staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation. The curriculum will be aligned to the Iowa State Standards, and designed to develop all of the following:

- Understanding of basic scientific facts and principles;
- Mathematics skills;
- Reading comprehension; and
- Analytical and intellectual skills required to pose and answer questions.

SPDM will incorporate Next Generation Science Standards into our science program. SPDM teachers are expected to implement the Science and Engineering Practices component of the Next Generation Science Standards beginning in our first year of operation, which include:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Teachers at each grade level are expected to integrate a minimum of 3 practices into each unit of instruction during the school year.

The Guiding Principles of the Science and Engineering Practices that SPDM teachers will implement include the following:

- Students should engage in all eight practices over each grade band.
- Practices grow in complexity and sophistication across the grades.
- Each practice may reflect science or engineering.
- Practices represent what students are expected to do, and are not teaching methods or curriculum.
- The eight practices are not separate; they intentionally overlap and interconnect
- Performance expectations focus on some but not all capabilities associated with a practice.
- Engagement in practices is language intensive and requires students to participate in classroom science discourse

Amplify Science

SPDM is determined to be on the cutting edge of technology and innovation and, in doing so, has selected a blended digital curriculum for science instruction. Amplify Science was developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. As the Hall's first curriculum designed to address the new science standards, Amplify Science reflects state-of-the-art practices in science teaching and learning. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. The state-of-the-art program is designed for building inquiry and STEM skills. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

History-Social Studies

Teachers will integrate history and Literacy standards into all lessons in all grades. The literacy standards will be the vehicle in which the content standards are delivered. Through professional development trainings and the PLC process, teachers will be given feedback and support in making this transition and aligning the appropriate literacy standards, supporting activities, and appropriate lesson cycle to the content standards of history. Specific reading and writing assignments aligned with the literacy standards will enhance the curricular program and align the curriculum with the reading and writing expectations in ELA/Literacy. Our teachers will focus on blending the ELA and Literacy standards with the history content to enhance rigor and provide cross-curricular content.

Social Studies Weekly (TK-3)

In addressing the Iowa State Standards, Social Studies Weekly applies a balanced literacy approach to education. The combination of printed weekly units and web-based primary source media, audio reader and other features creates a high level of student engagement. Each weekly lesson framework includes rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided, and independent), and challenge activities. Students explore concepts, build knowledge, and transfer what they have learned beyond the classroom leading to deeper and lasting comprehension and understanding.

The Document-Based Question (DBQ) Project (4-5)

SPDM will utilize The DBQ Project to address the Iowa Social Studies Standards. The curriculum is aligned with our PBL methodologies as the units provide teachers with powerful questions to emphasize inquiry and process as well as a sharable public product. Students and teachers identify an important, discipline-specific question. Then, they work together to figure out how to solve the problem and collaborate to find solutions and answers. By reading and interrogating sources, identifying patterns and themes, and then writing evidence-based essays, students practice thinking critically in a particular context. Documents include cartoons, maps, letters, drawings, first-person narratives, charts and graphs, historians' accounts, photographs and more. In many ways, The DBQ Project is a literacy project involving authentic assessments. Evidence-based argument, both spoken and written, is the primary focus of The DBQ Project.

Supplemental Materials

SPDM teachers will follow the basic guidelines of the instructional programs' scope and sequencing, but will supplement and reorganize the curriculum as needed to align with the state and standards and to meet the needs of their students based upon assessment information. While the units of study provide a structure, the aforementioned standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum, in order to ensure that students have more time to master the standard.

SPDM will further enhance the programs by aligning and supplementing the curriculum based on assessment data and innovative strategies. SPDM may utilize supplementary curricular materials for the core content areas that have been selected based on an analysis of their alignment with State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous curriculum.

To ensure the rigor of the instructional curriculum effectively aligns with grade level standards, SPDM will utilize Lexile Counts and grade level equivalencies as analysis tools for text-based curriculum and supplementary materials, as appropriate.

All final decisions about curriculum and materials will be made by a collaborative curriculum committee utilizing a thorough and timely curriculum review process. SPDM's supplemental materials and/or resources may include the following:

Subject	Core Curriculum	Supplemental/Intervention
English Language Arts	HMH <i>Into Reading</i> (TK-5)	Freckle Flocabulary NewsELA Reading A-Z No Red Ink
Math	Eureka Math	Freckle Flocabulary Zearn ST Math Khan Academy

Science	Amplify Science	Freckle Flocabulary BrainPop
History-Social Science	Social Studies Weekly (TK-3) The DBQ Project (4-5)	History Alive NewsELA BrainPop
Project Based Learning		Defined Learning PBL NewsELA PBL Works
English Language Development	Benchmark Advance ELD (TK-3) HMH <i>English 3D</i> (4-5)	BrainPop ELL Nearpod ELL Reading A-Z

Teaching methods

In addition to the highly effective structures offered at SPDM to support and challenge students, additional strategies will target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, homeless youth, and students with disabilities. On a frequent basis, faculty will review assessment data (including interim assessments, common assessments, teacher-created and publisher-issued quizzes and tests, writing assignments, etc.) in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

At SPDM, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Multi-Tiered System of Support

SPDM will implement a Multi-Tiered System of Support (MTSS), which is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

SPDM's MTSS program will be built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade level peers.

Below are tiered supports that SPDM will provide.

9. Proposed Instructional Model



SPDM will assist in meeting the individual needs of all our students through:

1. Direct, effective instruction that incorporates re-teaching and remediation as needed;
2. Ample instructional planning time during each school day (such as when students are engaged in athletics or arts sessions during extended lunch and primary recess periods) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
4. Ongoing communication between teachers and families and a commitment to work together for the education of their children;
5. Various forms of assessment that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

Teachers will assess all new students, and administer baseline assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as ISASP testing and quarterly benchmark assessments. Teachers will use a data analysis system to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. In addition, teachers will provide individualized instruction for students during class, at break, or after school.

Additional information on teaching methods to meet the needs of all students can be found in section 11 – *Proposed Identification and Provision of Student Supports*.

10. Assessment of Student Progress

10.1. Describe how the proposed charter school will use assessments to measure and report student progress on the performance framework.

This should describe how the proposed charter school will administer, analyze, and use assessment results related to the performance framework (see the Charter School Contract Performance Framework section of the guidance).

SPDM is a data driven organization. A major key to our past and future academic success is a relentless focus on data driven instruction. It guides our Multi-Tiered System of Supports (“MTSS”) work, professional development, teacher evaluation process, and the conversations we have with parents and stakeholders. SPDM staff will analyze trends over time, significant changes, outliers, and patterns to determine program success and areas for growth. Our team will discuss this information with all stakeholders (parents, Board, authorizer, etc.) to ensure transparency and accountability.

SPDM will conduct all state and federally required pupil assessments, including, but not limited to, the ISASP in Mathematics, English-Language Arts, and Science.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

SPDM will conduct additional formal and informal assessments to collect student achievement data throughout the school year, to show mastery in grade level standards. This includes, but is not limited to:

- Interim assessments in ELA and Mathematics;
- Benchmark assessments in Reading, Writing, and Mathematics;
- Teacher created summative assessments;
- Teacher created formative assessments; and
- Project-Based assessments.

The following chart outlines the tentative assessment calendar:

Assessment	Beginning	Year-End	By Semester	Ongoing
Daily formative assessments (ELA, Math, Science, History-Social Studies)				X
Interim assessments in ELA			X	
Interim assessment in Mathematics			X	
iReady	x		X	
Reading Benchmark	X	X		
Writing Benchmark	X	X		
Mathematics Benchmark	X	X		
Teacher created summative and formative assessments (ELA, Math, Science, History-Social Studies)				X
Project-based assessments (ELA, Math, Science, History-Social Studies)				X

The assessment results will be analyzed during PLC meetings to help drive instruction. Individual student results in all content areas will be shared with parents during conferences, as well as through progress reports and report cards. Assessment results will also help identify students who require differentiated or gifted instruction. All students will be assessed, including special education students, English learners, gifted

students, and low achievers. Additional support and resources may be provided to these subgroups of students. Special education students will be assessed in accordance with the goals outlined in their IEPs.

The following chart shows how each student outcome will be assessed:

Student Outcome	Assessment
Increase made on benchmark and interim assessments towards subject matter competency for all numerically significant subgroups.	<ul style="list-style-type: none"> ● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) ● Interim assessments in ELA and Mathematics
Student goals achieved both schoolwide and for all numerically significant subgroups.	<ul style="list-style-type: none"> ● ISASP in ELA and Mathematics (3-5) ● ISASP in Science (5)
Students will perform equal or better than local school districts and/or comparison schools on the ISASP.	<ul style="list-style-type: none"> ● ISASP in ELA and Mathematics (3-5) ● ISASP in Science (5)
Increase results on benchmark and interim assessments towards grade level completion both schoolwide and for all numerically significant subgroups.	<ul style="list-style-type: none"> ● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3). ● Interim assessments in ELA and Mathematics
Standards met or exceeded on assessments.	<ul style="list-style-type: none"> ● ISASP in ELA and Mathematics (3-5) ● ISASP in Science (5) ● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) ● Interim assessments in ELA and Mathematics ● Formative and Summative assessments ● Project-Based assessments

DATA ANALYSIS AND REPORTING

At the beginning of the school year, student assessment scores from the previous year will be analyzed. Data from both the state and local assessments will be compiled into a school data-management program to allow teachers to access the results in order to monitor individual student progress. Teachers will be given a list of students who scored below grade level proficiency in specific subjects. Scores from the state, interim, and benchmark assessments will be used in the analysis. Low-performing students will be monitored and supported from year to year. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, students with disabilities, homeless and foster youth).

Teachers will be trained to analyze the data using a school data-management program, such as Illuminate. Individual and group trends will be analyzed to determine whether or not modifications are necessary to ensure that the instructional program is meeting students' needs. A Student Information System (SIS), such as Aeries, will also be used to disaggregate data for multiple purposes, including attendance data and student performance data.

Results from the assessments will be continuously analyzed by administration to direct the school's progress. Information regarding the school's performance towards the goals and measurable outcomes will

be distributed to the school community and other interested parties.

“The number one ingredient [for school success] is the teaching staff, but in addition to that is the curriculum development process.”²⁷ To realize our mission we must provide our students with a rigorous educational program. The foundation of SPDM curriculum is based upon all of the Iowa State Standards.

A Nation at Risk defined a school that is a place of excellence as one “that sets high expectations and goals for all learners, then tries in every way possible to help students reach them.”²⁸ Instructional excellence and extended time is essential to reach mastery. All faculty and staff members of SPDM will be engaged in an intensive professional development training prior to the start of the school year. There will be three main components of the orientation: standards-aligned curriculum development and data-driven instruction, assessment and accountability, and the creation and maintenance of an achievement-oriented, college-bound school culture.

SPDM staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. Professional Learning Community (PLC) staff will use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs revealed by the results of the assessment data. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. The instructional staff will use an online record system to facilitate data collection and analysis of the instructional program as it relates to meeting current Iowa State Standards.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

A student grading system will be developed by the faculty of SPDM in collaboration with the Principal, aligned to Iowa State Standards. Grading will be based on the following assumptions and guidelines:

- Grades will be seen as a formal mechanism to hold students accountable for their own learning and achievements.
 - Formal assessment and reporting periods will be established.
- Grades will be reported at the end of each reporting period and will be provided to students and parents/guardians.
- Grades will be accompanied by narrative descriptions of student progress and by student portfolio work.
 - Students will be engaged in their own self-assessments and will be guided to develop a formal portfolio of work to present to their parents/guardians and teachers at formal assessment periods.
- Student exhibits will be used as an additional means to publicly highlight student accomplishments and to inspire improvement.

The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students’ progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

The report card will list the most important standards students should learn in each subject at their particular grade level. Instead of traditional letter grades, students will receive a mark of 1-4 that indicates how well they have mastered the required standards. The marks will show their level of achievement with the Iowa State Standards. Students will get separate marks for effort and work habits. Standards-based grading focuses on the student’s achievement rather than how quickly they learned or how many times it took them

10. Assessment of Student Progress

to master the standards. An example of how each subject area and cluster would be measured is described below.

Retention/Promotion and Acceleration

Administration identifies students who should be retained between grade levels or who are at risk of being retained if they are not meeting grade-level standards. Promotion/Retention is based on proficiency in ELA/Literacy, Mathematics, and/or social/emotional developmental stages. Other indicators of academic achievement, including students' results on the statewide assessments, may be utilized as indicators of academic achievement.

A Retention/Promotion team meets at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of the SCORE Sheet. The final decision is made by administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and parents will meet to determine if it is appropriate for student success.

In cases when students may be recommended for acceleration to a higher grade level, SPDM follows all applicable laws and regulations in the formation of all policies.

11. Proposed Identification and Provision of Student Supports

11.1. Describe the proposed charter school's plan for identifying and serving students with disabilities, including but not limited to compliance with applicable laws and regulations.

This should describe the school's service delivery plans and referral process, including related professional development, for students with disabilities. For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/special-education> for guidance specific to Service Delivery Plans visit: <https://educateiowa.gov/pk-12/special-education/special-education-state-guidance/district-developed-service-delivery-plan>. A charter school is eligible for Area Education Agency services based on the address of the main office of operations.

²⁷ Edwin Chang and Gerard Robinson. National Alliance for Public Charter Schools. "The Color of Success: Black Student Achievement in Public Charter Schools." June 2008.

²⁸ A Nation at Risk. www.ed.gov/pubs/NatAtRisk/risk.html

SPDM recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and will ensure that a free and appropriate education is provided to all students with exceptional needs. SPDM 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 enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, SPDM will comply with all Iowa laws pertaining to special education students.

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

SPDM will meet all the requirements mandated within a student's Individualized Education Program (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP.

SPDM will make time and facilities available to meet the needs of the student's IEP. SPDM will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

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

Child Find

SPDM understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated regardless of the severity of the disability. As such, SPDM:

- Will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification.
- Will understand that special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate.

In order to comply with Child Find requirements as specified by law, SPDM will establish a referral and assessment process to identify and evaluate the educational needs of children suspected of having a disability or developmental delay and not currently enrolled in the school. Parents or guardians may initiate a free evaluation of their child by calling SPDM. Once a referral is made and deemed appropriate, appointments will be scheduled for an educational evaluation within the timelines according to law. Depending on a child's educational needs, the clinicians may include a school psychologist, school nurse, speech pathologist, audiologist, occupational therapist, physical therapist or special education teacher. A determination whether a child is eligible for services will be made following his or her evaluation in accordance with eligibility requirements established by the State. The evaluation will also assist in determining a child's program placement and services. SPDM will offer a continuum of programs and services to support children with special needs. In addition, parents will assist in developing an IEP for their child. This process will entail search and serve, referral, assessment, and IEP review. SPDM's Child Find process will serve as a resource for Des Moines area children and their families, providing services that help identify potential special education needs and educating the community about

child development and the importance of intervention. SPDM will post on its website information for Child Find, as well as maintaining fliers in the school office for distribution.

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

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

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

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

Interim and Initial Placements of New Charter School Students

- SPDM shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.
- No student will be denied admission based on disability or lack of available services.
- If transferring from another school, SPDM shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time SPDM shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

If a student enrolls at SPDM with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, SPDM shall implement the existing IEP at SPDM or as otherwise agreed by the parent/guardian. Instruction for all students, including students with disabilities, will occur in a safe environment.

SPDM will notify students' district of residence when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter through direct contact (email, letter, fax, and/or phone call) between office staff.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Prior to a more intensive intervention or support, SPDM will ensure quality instruction and differentiation of student learning occurs within the classroom setting. During each lesson, the teacher will utilize a multi-step lesson format, which will include standards-based input, modeling, checking for understanding, and guided practice. During checking for understanding, teachers will be able to identify those students who are struggling with the concepts as they are presented. As the lesson progresses, during guided practice, teachers will identify those students who have not mastered the concepts/standard and work with them in a small group to reteach the lesson using differentiated instructional strategies, which may include manipulatives or other

modalities. Independent Practice assignments may need to be modified for these students who not shown mastery of the concepts taught. SPDM uses “assessment” the same as “evaluation” in IDEA (CFR Section 1414, Title 20).

All SPDM teachers will use the “Intervention Strategies Menu” developed by the National Education Association to find ideas that can be utilized with students who are struggling to demonstrate mastery of grade level content. This checklist of ideas includes, but is not limited to:

- Providing opportunities for periodic rehearsal of information given verbally;
- Providing copies of notes from lessons;
- Using guided reading groups;
- Frontloading material at the beginning of a unit of study;
- Highlighting key words in reading comprehension or math problems;
- Allowing “wait time” for verbal responses; and
- Using visual cues or written directions paired with verbal directions.

If students continue to demonstrate difficulty in mastering grade level content, the teacher will complete a SCORE Sheet for the student(s). As part of this plan, teachers will meet with parents of these “at-risk” students to create target goals, determine appropriate interventions, and establish follow-up meetings to check the student’s progress towards meeting grade level standards. Some interventions embedded in the plan may include adjusting classroom seating, peer tutoring, audiobooks, use of a computer or other appropriate device, and modified assignments.

SPDM’s internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by SPDM within 15 days. Parents will be informed that special education and related services are provided at no cost to them.

If SPDM concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment.

Assessment

SPDM will conduct special education assessments deemed necessary and appropriate by SPDM. The education specialist or appropriate case carrier will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

SPDM will follow the following assessment guidelines.

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

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. SPDM will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

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

SPDM will ensure that all aspects of the IEP and school site implementation are maintained. SPDM will provide modifications and accommodations (outlined within each individual's IEP) in the classroom environment taught by the classroom teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

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

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate;
- The Principal;
- At least one special education teacher or services provider;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; and

- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. As an example, IEP teams for ELs may include persons with expertise in English language acquisition, such as speech language pathologists, who understand how to differentiate between English proficiency development and a disability. SPDM views the parents and/or guardians as a key stakeholder in these meetings and will make every effort to accommodate family schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. IEP goals and services will be linguistically appropriate.

A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by SPDM.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- A description of the means by which the IEP will be provided under "emergency conditions" in which instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days.

IEP meetings will be held according to the following schedule:

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

IEP Review

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

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the

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

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

Professional Development for SPDM Staff

The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws.

Teachers will discuss individual student concerns during grade level Professional Learning Community (PLC) meetings and implement suggestions from other staff members. When other supports and interventions are not meeting the needs of the student, the teacher will complete a referral for a Student Success Team (SST) meeting. At this meeting, parents, classroom teachers, administrators, and other support staff will identify additional strategies to implement in the classroom and at home to help the student. Other courses of action may be identified including counseling and/or retention. The Student Success Team may also refer a student for formal assessment. This process is consistent with the Child-Find obligations under IDEA and Section 504. SPDM's staff will receive regular training in both this system of intervention and SPDM's Child-Find obligations.

SPDM leadership believes that ongoing professional development is essential in the creation of a high performing school. As part of the training plan, two to three hours each week will be dedicated to teacher training, curriculum development, assessment of student performance, and study of best practices. Teachers will work together on grade level teams and by subject area. Time will be allowed to cross-curricular projects and the integration of technology. In addition, teachers will be trained to address the needs of English Learners, and both high and low achieving students.

SPDM also intends to seek professional development opportunities for its staff through potential trainings facilitated by local school districts, AEAs, colleges and universities, and private companies or agencies.

Reporting

SPDM will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from SPDM of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the SPDM Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

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

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SPDM will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Dispute Resolution

SPDM, as the LEA, shall be ultimately responsible for responding to concerns or complaints, as well as handling disputes as they arise. SPDM reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education. In the event that a parent/guardian files a request for a due process hearing or request for mediation, SPDM, as the LEA, shall defend the case. SPDM shall comply with any resulting decision.

SPDM shall have sole discretion to settle any matter in mediation or due process, or take other legal action involving any student necessary to protect its rights.

Special Education Strategies for Instruction and Services

General Education Program Modifications

The Special Education program at SPDM is designed and founded on the two critical principles of inclusion and the IEP decision-making process. This will be embedded throughout the entire program design, and will also be evident in daily practice and outcomes.

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

Designated Instruction and Services (e.g. Speech and Language therapy, Adaptive Physical Education, Occupational/Physical therapy, Counseling, Sign Language Interpreting, etc.)

SPDM will provide the full continuum of supplementary services as indicated on a student's IEP. The highest consideration and focus will be on providing evidenced-based practices with high quality service providers.

Specialized Academic Instruction (SAI) - "Inclusion"

Appropriately credentialed and trained special education staff will provide consultation, direct instruction, or co-instruction in the regular education program. To best meet the needs of the child with a disability, this staff will adapt the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards of SPDM and State Standards. A portion of these services will also be delivered by paraprofessionals under the direct supervision and guidance of the special education teacher.

Re-teaching and targeted remediation will be provided for students that require academic support beyond that which can be provided in the regular education classroom or academic intervention programs provided to all student.

Inclusion Services (e.g. supported full time placement in general education classes for students with severe disabilities)

The highest quality special education program is built on the foundation of a successful regular education program. SPDM's regular education program will provide rigorous educational benefit to students of all learning styles. SPDM will provide exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. Therefore, reliance on the special education program should be minimized to the most severe circumstances. In addition, the program will support students in the regular education program to the maximum extent possible.

For all students, IEP teams will review the continuum of Least Restrictive Environment based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students. Inclusion placement and services must be consistent with the proposed goals and plan determined by the IEP Team. For example, in the case where inclusion is determined for social modeling purposes, the student will be mainstreamed in times and environments where positive social interactions with neuro-typical peers can best be supported and maximized.

The IEP Team review of inclusion will include consideration of Special Circumstance Aides (or "one-on-one" aides). Any student utilizing a Special Circumstance Aide for mainstreaming assistance will be supported with a minimum of a Behavioral Support Plan to ensure a systematic application of data collection and positive reinforcement of the skills and behaviors necessary for successful inclusion.

Section 504 of the Rehabilitation Act

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

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the

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IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

SPDM will coordinate with the local Area Education Agency for services and support to ensure all aspects of the law, statutes, and regulations are met.

11.2. Describe the proposed charter school's plan for identifying and serving English learners, including but not limited to compliance with applicable laws and regulations.

This should summarize the school's Lau plan and use of the English Language Proficiency Assessment (ELPA). For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/learner-supports/english-learners-el>

To support our ELs, SPDM will incorporate the Iowa English Language Proficiency (ELP) Standards and our custom English Language Development (ELD) Framework to guide ELD instruction and to supplement the Iowa State Standards to support our ELs with academic content mastery. SPDM will comply with federal, state, and local mandates regarding EL education and re-designation of EL students.

To support the environment needed to assure that students needing English as a second language, all teachers will be trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include preview and review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

The ELD program at SPDM includes Integrated and Designated ELD, as well as an aggressive progress monitoring for students, and a comprehensive professional development plan for teachers.

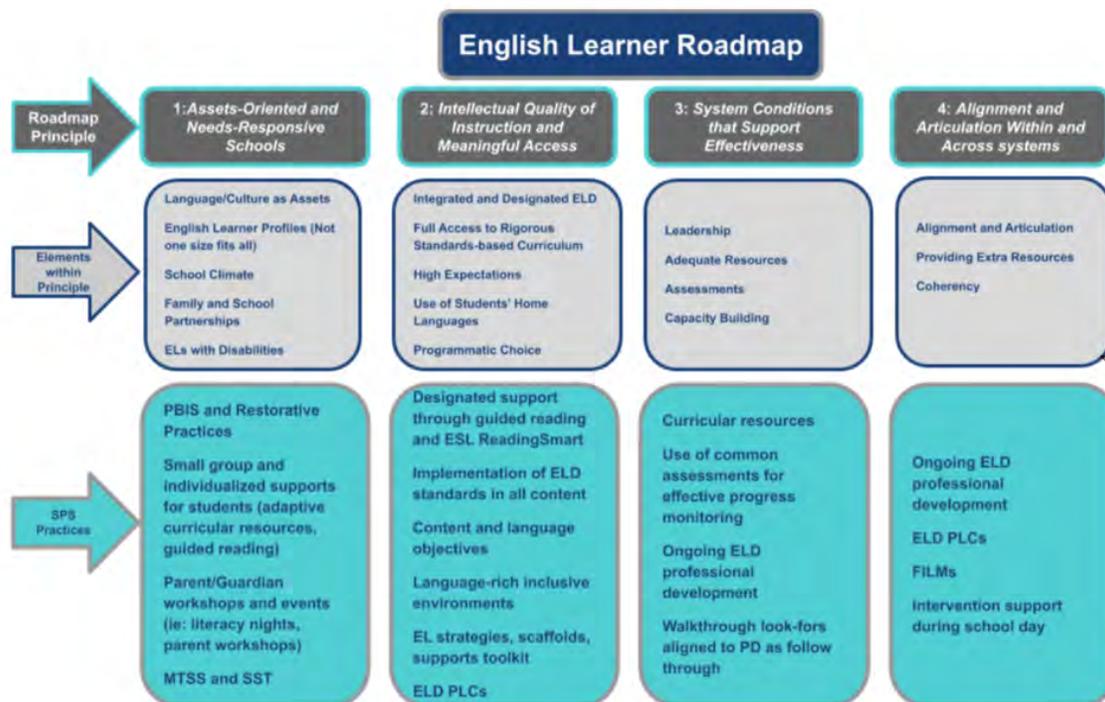
SPDM trains staff through professional development based on the B.E.L.I.E.F. modules through the California County Superintendents Educational Services Association (CCSESA). B.E.L.I.E.F. is a comprehensive professional learning tool designed to increase efficacy, confidence, and capacity of school personnel to meet the needs of the EL populations in schools. It is grounded in data and research. The modules are a set of interconnected learning models that can be utilized in a face to face session or in a blended learning model. While the modules build upon each other, they can also be used in any sequence based on interest and need. SPDM administration uses the modules to guide the development of a professional development (PD) series for teachers on the implementation ELD standards, the expectations on ELPA21, and the rollout of effective integrated and designated ELD. ELD PD goals of the series include:

- Defining and integrated and designated ELD at SPDM;
- Understanding and utilizing ELD standards as part of both integrated and designated ELD;
- Planning for and implementing designated ELD;
- Creating language-rich, inclusive environments in every classroom, and providing effective structured discourse opportunities;
- Engaging in ELD PLCs to
 - Analyze data for ELs
 - Collaborate around effective strategies in discourse, reading, and/or writing for ELs
 - Plan for structured discourse, reading, and/or writing for ELs utilizing effective EL strategies; and
- Developing an EL strategy toolkit of best practices and building out the video library.

Each PD session is followed up with bi-monthly instructional walkthroughs to ensure implementation and drive further coaching and PD as needed. Data from walkthroughs is shared openly with teachers to increase accountability and collaboration among teachers and across campuses.

EL student data is also closely monitored to ensure progress. Data points include, but are not limited to: reading (DIBELS, iReady, and/or Freckle), writing (in-house and curricular assessments), and math (Eureka, Freckle, ST), as well as state assessments (ISASP). Data is used to drive PD and on-going coaching cycles with grade levels and individual teachers.

The overview of our program and alignment to the EL Roadmap is below.



Identification of EL Students

SPDM will meet all requirements of federal and state law relative to equal access to the curriculum for those who are ELs. The goal will be to develop high quality instructional programs and services for ELs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

Upon enrollment into the school, all students will complete a home-language survey of languages spoken in the home. Students whose primary language is not English will be initially assessed using the English Language Proficiency Assessment for the 21st Century (ELPA21). SPDM will notify families of the school's responsibility to conduct ELPA21 testing and will inform families of ELPA21 summative assessment results within 30 calendar days following receipt of test results from the test contractor. Families will also be encouraged to participate in the reclassification process through family-teacher conferences and meeting with the Site ELPA21 Coordinator.

EL Servicing

Following SPDM's intensive focus on literacy and academic rigor, our students will move toward mastery of the English Language at a rapid pace. Based on our ELD Framework, we believe that the best approach includes Integrated and Designated ELD, as well as an aggressive progress monitoring for students, and a comprehensive professional development plan for teachers.

The Integrated ELD program at SPDM is grounded in ensuring that teachers are actively working to provide learning environments that are language focused, language-rich, inclusive, and foster meaningful, scaffolded participation for ELs. To do this, all lessons will have both language and content objectives posted for every lesson, teachers will engage in routine for language-rich, inclusive environments that includes Scholars speaking in complete sentences, use of randomizing and rotating when calling on Scholars to participate, and teachers will provide opportunities for structured discourse, structured reading, and/or structured writing in every lesson.

The Designated ELD program at SPDM is designed to help students build the literacy and language skills necessary to meaningfully access academic content by focusing on the language skills and functions necessary to meet and exceed content standards across the curriculum.

In the Designated Program at SPDM, students classified as EL receive at least 30 min of ELD instruction outside their integrated instruction weekly. Instruction will be grounded in our ELD framework and will utilize a language focused, ELD standards aligned curriculum. Students will engage in small group rotations, using a targeted curriculum aligned to our core ELA curriculum as well as supplemental resources such as Reading A-Z, BrainPop ELL, and NearPod ELL. These resources support students in their language acquisition and foundational literacy skills.

For all EL students, progress is monitored at least once a quarter, with more frequent progress monitoring for struggling students. Data points include, but are not limited to: reading (DIBELS, iReady, and/or Freckle), writing (in-house and curricular assessments), and math (Eureka, Freckle, ST), as well as state assessments. Data is used to drive PD and on-going coaching cycles with grade levels and individual teachers.

Our supports for ELs include intervention before school, after school, and during the regular school day. The Doing What Works web page established by the Federal Department of Education²⁹ lists five specific strategies that have been proven to be highly effective for supporting EL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

Screen and monitor progress

The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying student needs. This corresponds with SPDM's focus on data-driven instruction. We will assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention.

Provide reading interventions

Recognizing that ELs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. As outlined previously, a key element to SPDM's educational program is regular small-group tutoring for students who are struggling. ELs will be supported during small-group tutoring through pre-teaching of vocabulary, use of graphic organizers, extended time on writing and reading assignments, explicit grammar instruction, and small group work. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction."³⁰ This aligns with our philosophy that instruction should be rigorous and bell-to-bell instruction is a daily occurrence.

Teach vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:³¹

- Teaches vocabulary in context.
- Gives students tools to expand work knowledge independently.
- Reinforces word learning with repeated exposures over time.
- Stimulate students' awareness and interest in words.
- Encourage students to read widely.

Schedule peer learning

Students improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to

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provide practice and extension of language skills.

Therefore, our instructional methodology of a PBL approach inherently incorporates peer interaction, teamwork, and guidance. When used frequently, we expect there will be a significant cumulative increase in authentic language practice and use.

Intervention

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same *SCORE Sheet* process as other students. SPDM will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the State Standards. With our school's focus on literacy, teacher professional development will focus on developing reading and writing skills of EL students. Our goal is to help EL students move rapidly through the levels of English language proficiency and ultimately become reclassified as English Proficient. Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

Dependent upon the student's grade level and/or English Language proficiency levels, SPDM will ensure the student is receiving an intervention program as needed for English language acquisition.

EL students suspected of having a possible learning disability are referred to the Student Success Team (SST) or Special Education Team for intervention/assessment. If necessary, and with family consent, SPDM will determine a student's eligibility for Special Education services as needed.

Process for Annual Evaluation of the School's English Learner Program

Each year, we will examine our ELPA21 data, reclassification rates, and our ISASP and/or iReady EL subgroup data as a tool to determine which components, if any, of our EL program need improvement or revision. Our charter has set aggressive benchmarks for EL reclassification. If we find that we are not meeting the benchmarks set-forth in the charter, we will make the necessary modifications to best meet the needs of our EL students.

Exiting the ELD Program

English Learners will participate in the annual administration of the ELPA21 until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified.

Prior to students exiting the ELD program, the EL coordinator and site administration will obtain family approval during a Family Opinion & Consultation session/meeting. If the student is receiving Special Education services, an IEP team meeting is held and an addendum is submitted to reflect that the student being reclassified is based upon a learning disability rather than a language barrier.

11.3. Describe the proposed charter school's plan for identifying and serving gifted and talented students, including but not limited to compliance with applicable laws and regulations.

This should summarize the school's gifted and talented plan. For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented>

²⁹ http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2.

³⁰ Ibid

³¹ William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

While we believe that SPDM students achieving above grade level will be challenged by our rigorous curriculum, students earning exemplary scores on standardized tests, or otherwise identified by the staff as high achieving (based on professional development each year in identifying potentially gifted students), will benefit by the following components to ensure engagement and academic progression:

- Rigorous literary and expository texts
- Incorporation of the Icons of Depth and Complexity for classroom assignments and projects
- Data-driven and differentiated instruction
- Extensive independent reading aligned to a student's reading level, as measured through Lexile levels
- Additional opportunities to attend field-trips and academic workshops
- Honors and AP courses in the high school grades

SPDM will integrate its gifted students into the general education population, differentiating curriculum appropriately.

According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:³²

1. be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
2. include or subsume aspects of the regular curriculum
3. provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
4. not academically or socially isolate these students from their peers.
5. not be used either as a reward or punishment for gifted students.

At SPDM, we will seek to meet the needs of our gifted students in a variety of ways. We will differentiate instruction to ensure that our students are engaged in rigorous thought through appropriate pace, depth of study, and various methodologies of exhibiting mastery of given skills and concepts. During school, we will offer engaging, cooperative learning opportunities for gifted students to work independently and with peers through our PBL model. As we expect all of our students to engage in leadership opportunities, we encourage our gifted students to become peer leaders, by taking on leadership roles in student clubs, student council, as well as organizing and managing certain student activities.

Examples of Differentiated Classroom Instructional Strategies for Gifted Students

The curriculum and instruction at SPDM will be designed to meet the needs of students at all ability levels. To meet the needs of our gifted students we will employ a variety of instructional strategies to provide our students with additional challenge. General strategies for differentiating curriculum for our gifted students will include:

1. Varying the pacing of a lesson. Our teachers will allow our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent.
2. Delving deeper. We will encourage our students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity. Gifted students may link ideas across disciplines. We will encourage our students to make connections between mathematics and art, science, ELA, history, and music and to look at their development over time.

Staff will be given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development for gifted students. All Gifted identified students will receive differentiated instruction, and the use of depth and complexity in questioning will be comprehensive. Appropriate pacing will be used to challenge each student to reach his/her maximum potential.

PBL and the Gifted Student

11. Proposed Identification and Provision of Student Supports

Aside from the obvious motivational characteristics of working with authentic problems in an environment that nurtures independence, self-selection of topics, and an emphasis on professional products, gifted students exhibit qualities often associated with expert problem solvers, making PBL a natural methodology for them. Expert problem solvers have broad knowledge bases; gifted students acquire information quickly. Experts look for the deep structure of a problem; gifted students demonstrate this kind of conceptual learning at an early age.

Experts have many skills in their repertoire and use them flexibly; gifted students learn to carefully select problem-solving strategies as they work through problems. Expert problem solvers monitor their problem-solving processes while gifted students spontaneously use metacognitive skills and show early recognition that many questions have more than one right answer. In addition to the skills of problem solving, PBL also appeals to gifted students because the content is conceptual, the pace is appropriate because so much of it is self-directed, and they can regroup within the larger group with students who want to pursue similar aspects of the overall problem.³³

Identification Process

SPDM will use a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Students will be identified as achieving above grade level based upon the following criteria:

- Achieving one year or more above in Math, ELA/Literacy, or Science based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score above 95% on interim and classroom assessments; and/or
- Exceeding standards on the ISASP.

Another method of assessment that may be used for gifted students includes the Renzulli Profiler, which provides an accurate, comprehensive analysis of an individual student's academic strengths, interests, learning styles, and expression styles. By contrast, the same process could take a classroom teacher working independently months to complete. This profiler is available for primary, secondary, and Spanish-speaking students, and allows teachers to guide instructional strategies and classroom management based on a deep understanding of their students' needs. Additionally, the Renzulli Profiler can guide each student through learning activities matched to his or her personal profile, helping teachers more efficiently differentiate learning for all students.

SPDM teachers and instructional leaders will inform families when their child is suspected of being gifted or high achieving so that families can work with teachers to seek appropriate challenges and opportunities for their child, including possible admission into GATE high school programs.

SPDM will also recognize students who are GATE identified by the previous school they may have attended and provide them the appropriate differentiated curriculum. The school will notify families of their child's identification status by a letter sent home to the child's parents and/or guardians in their home language.

³² Heward, William L. 2000. *Exceptional Children: An Introduction to Special Education*. 6th Ed. Prentice Hall: Upper Saddle River, NJ.

³³ Swicord, B, Ed.D. National Society for the Gifted & Talented. "Problem-Based Learning: A Promising Strategy for Gifted Students" found at <http://www.nsgt.org/problem-based-learning/>

11. Proposed Identification and Provision of Student Supports

11.4. Describe the proposed charter school's plan for identifying and serving students who are failing academically or are below grade level, including but not limited to compliance with applicable laws and regulations.

This should describe the school's plan for identification and support for students:

- That do not meet benchmark on screening assessments,
- Are not proficient on statewide assessments,
- Have failing grades, and/or
- Are chronically absent.

For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/learner-supports/risk>

SPDM anticipates serving a significant number of students who will be one or more years below grade level. Students will be identified as achieving below grade level and/or at risk of low achievement based upon the following criteria:

- Achieving one year or more below in Math or ELA/Literacy based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score below 70% or more on interim and classroom assessments;
- Consistently fails to complete homework assignments; and/or
- ISASP scores in Math, ELA, and/or Science below grade level.

Our instructional team of staff and administrators are prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations. SPDM understands that students can find themselves struggling for a variety of reasons. These students will be identified through past performance as recorded on transcripts; standardized tests; discussions with families; IEPs; benchmark assessments; writing samples; and ongoing one-on-one communication between family, teacher, and student.

All students at SPDM will benefit from a curriculum that is designed around a full array of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces, in addition to the ISASP system of assessments.

SPDM will provide teachers with varied instructional suggestions to help all students towards mastery of the standards, regardless of their different learning styles and levels of challenge. Modified instructional design and delivery adapted to the needs of low achievers will also emerge from the data-driven changes to instruction that will be discussed.

SPDM will use diagnostic assessments in reading, writing, and math to help identify struggling students during the first trimester and throughout the year. As appropriate, struggling students who were not identified upon enrollment will be referred to the Student Success Team (SST). The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend interventions as appropriate.

Intervention

Students not showing mastery of standards will be identified through data from the ISASP assessments, local assessments, and/or teacher-created assessments. Students will be targeted for additional academic support based on their progress, assessment performance, or other methods of identification deemed appropriate in order to ensure success.

Despite the significant amount of individualization and interventions built into SPDM's curriculum, some students may need additional attention and/or services. SPDM will implement intervention plans/programs to address students requiring additional assistance. They will include, but are not limited to the Coaching Program, SCORE (Student Contract of Outcomes to Reach Excellence) Sheets, FILMS (Focusing on Individual Learning to Master Standards), and Student Success Team meetings.

The SPDM SCORE Sheet will be used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth. The creation of a SCORE Sheet is at the discretion of the grade level teacher(s) or the Principal in conjunction with the students' grade level teacher(s). The SCORE Sheet contains information regarding academic and health profile status (IEP, 504, Gifted Education, EL, Retention, SST, etc.), grade progress, ISASP scores, interventions utilized (modified homework, FILMS, visual aides, preferred seating, etc.), and checkpoint dates to monitor progress. The

grade level teacher(s) will be responsible for maintaining the information as the year progresses and conducting meetings with families and appropriate staff members.

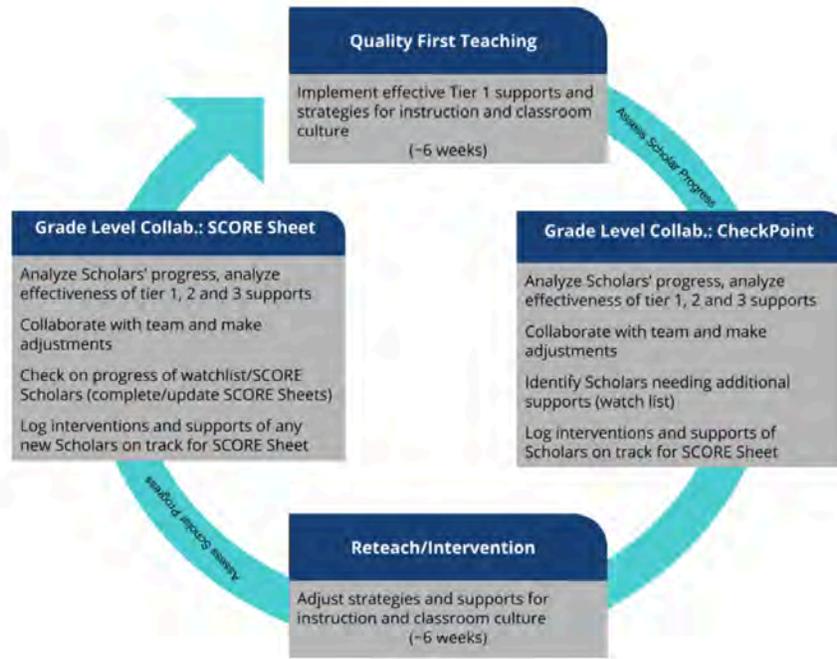
SPDM will use the SCORE Sheet to inform families that their child is performing below grade level. Families will be active participants in the SCORE Sheet process. The grade level teacher will conduct a meeting with the families to review the data used to warrant a SCORE Sheet, the interventions planned, the goal and metrics to assess progress, and a timeline for implementation. The family and teacher will collaboratively review SCORE Sheet progress at least monthly to determine progress and if adjustments need to be made. The SCORE Sheet will be used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The SCORE Sheet will include targeted objectives and goals focusing on the student meeting grade level standards. The family, teacher, and student (as determined by teacher) will attend all meetings in order to set goals and objectives.

Data will be gathered through statewide and frequent local assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The SCORE Sheet will be updated to identify if interventions have been successful, or if additional intervention is necessary.

If a student is deemed as making “adequate progress,” the student continues to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

Intervention Structures

SPDM staff will be intentional in providing supports to students below grade level in order to address and close achievement gaps, ensuring that all students are successful in our academically rigorous program. Teachers will provide more opportunities for Scholars to read at their level and scaffold whole group lessons to meet the needs of these students. Teachers will differentiate lesson plans to create opportunities to work small groups and individual students to meet their needs during guided reading and independent practice. Teachers will be trained on pre-teaching, re-teaching and spiraling standards to support students. Students will have opportunities to access material in their zones of proximal development through technology resource that enhance and supplement the existing curriculum. The use of student data to create individualized instructional programming will support students to meet grade level standards.



If students are not showing adequate progress after reteaching and spiraling of standards, students will work with the Intervention Teacher in a smaller setting during the school day to master grade level standards and, most importantly, standards from previous years they have not yet mastered that are serving as barriers to grade level success.

Tutoring

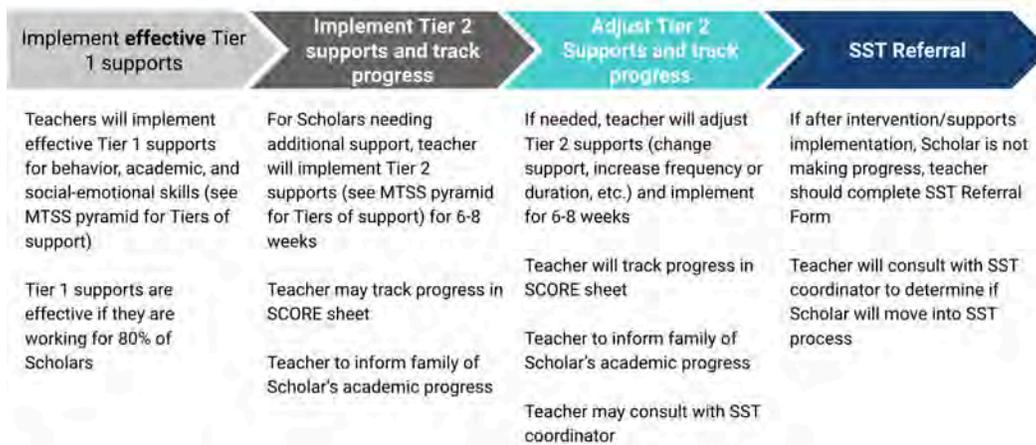
FILMS is an intensive intervention program designed for students who are performing below grade level. Students will be selected for FILMS based on multiple data points, including formative assessment data, family request, ISASP scores, iReady scores, and student work samples. FILMS sessions will be held before and/or after school for definitive time periods (4-10 weeks) at least once a year. Teachers providing this intervention will design targeted instruction geared toward helping students improve their academic knowledge in the core instructional areas listed above, all provided in an instructional setting designed to accommodate a more individualized approach. Student progress will be monitored on a consistent basis, and as students attain grade level proficiency, they will be promoted from this intervention.

Student Success Team (SST)

If a student is struggling either academically or socially, the teacher may use intervention strategies to remedy the problem. If further intervention is needed, a pre-referral process is utilized. The pre-referral process specifies interventions the classroom teacher has previously attempted, along with the outcomes. At this point, the teacher or family can request an SST meeting. The team includes: the family, the teacher, an administrator or designee, the Student Success Team Coordinator, and may also include the resource specialist, nurse, psychologist, and student, as deemed appropriate. The team will identify the student's strengths and weaknesses, document behavioral, and/or attendance concerns, and develop a "Success Plan." Often, the plan includes a follow-up meeting. Students who need psycho-educational testing may be referred through the Student Success Team.

11. Proposed Identification and Provision of Student Supports

Referral Process



Student progress and the effectiveness of modifications will be monitored by utilizing performance data software, teacher observations, and collaboration between all involved staff. In Professional Learning Communities (PLC), teachers will develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the SST, teachers will meet at grade level to confer about student concerns and potential classroom accommodations and modifications.

At SPDM, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

12. Proposed Co-Curricular and Extracurricular Programs

12.1. Describe the proposed charter school's co-curricular and extracurricular programs, including how the programs will be funded and delivered.

Co-curricular and extracurricular programs are not required to be offered.

12. Proposed Co-Curricular and Extracurricular Programs

The major co-curricular activity for SPDM are the electives.

Through the arts and athletics electives program, students are able to select the specific arts and athletics courses for their school day. The arts and athletics electives offered at each campus is dependent on community interest and availability of high-level instructors. Each student also has the opportunity to “experiment” with all the electives class offerings at the beginning of the year. The school will allow students to participate in each elective for a 1-2 week period to allow them to best determine which classes they like best prior to selecting their two choices for the school year. The electives pathway is designed to ensure that our students are exposed to a variety of arts and athletics. This preparation will allow our students to be ready to participate in high school sports programs as a result of their heavy focus in on teamwork, cooperation, physical fitness, sport specific skills, and time management or arts courses due to their heightened proficiency levels.

In addition to electives, SPDM will offer weekly pep rallies, field trips student government, intramural sports, advanced arts clubs, and a myriad of extracurricular programs. Examples of after school programs that SPDM may offer include cosmetology, entrepreneurship, arts and crafts, cheerleading, Spanish, and STEM.

13. Proposed Student Recruitment

13.1. Describe the proposed charter school's plan and timeline(s) for recruiting, enrolling, and transferring students, including information about any enrollment preferences and procedures for conducting transparent admissions selections.

This should describe how information related to enrollment and lottery policies will be publicly available and provided to the targeted community(ies).

Active recruitment efforts remain a priority to maintain the targeted student enrollment throughout the life of the school. The school staff and administrative team will be encouraged to continuously seek students who are of the age in which they can enter SPDM and start on the path to college.

SPDM strongly believes students with a variety of life experiences add to the learning experiences of all. Students and families will learn from others how to respect different viewpoints and find commonalities in all people. SPDM is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcome and respected. Each and every student enrolled in SPDM, regardless of race, ethnicity, language ability, special needs, wealth or prior academic achievement, will have access to a rigorous, collegiate-inspired curriculum that integrates the triumvirate of academics, athletics, and the arts. SPDM strives to have a broad representation of ethnic and other groups within our student and staff population. Our goal is to reach a balanced student demographic similar to that of the surrounding schools. SPDM will engage in a yearly self-evaluation process to determine whether or not the desired student demographic has been attained, and if not, recruitment actions will be adjusted accordingly. Our efforts will ensure that our student population is representative of the surrounding schools. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated.

Student Recruitment Plan

SPDM's outreach plan will include collaboration with several key individuals and other organizations that impact eventual placement decisions. SPDM will reach out to professionals, advocates, and volunteers to educate them about the potential success of our approach to education and the ability for all youth, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs.

A broad-based student recruitment campaign will be utilized to maximize enrollment. The recruitment plan includes a broad-based effort to obtain a balance of racial and ethnic students, special education students, and English Learners comparable to that of the surrounding schools. Numerous community information meetings will be held at locations throughout the community to inform prospective parents and students about the school. Geographically adjacent households will be mailed postcards informing parents of the school and enrollment opportunities. Fliers will be hand distributed at numerous local agencies, including YMCAs, Boys and Girls Clubs, youth sporting events, markets, places of worship, and other local businesses. SPDM will be intentional in highlighting the work we have done and the services we offer to underserved youth, including Students with Disabilities and English Learners.

SPDM will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders, these include:

School Information Meetings and School Tours – SPDM will hold information meetings to provide families with information about the school, its programs, mission, vision, and student support systems as well as conduct tours of the proposed school site. Meetings will be held in the community at places of worship, community centers, after school locations, and other points of interest. If necessary, meetings will be held virtually. These meetings will include Spanish translation, if necessary, and question and answer sessions.

Fliers/brochures – SPDM will create fliers and brochures in English and Spanish outlining our vision and mission statements for the school and the community for the purpose of student recruitment. Flyers will be distributed as one of the main means to recruit students each year before and during our Open Enrollment period. Each year we plan to disseminate informational fliers/brochures to the surrounding community and agencies with ties to underserved populations, foster youth, and homeless youth.

Media – SPDM may work with local media outlets to send news releases and place advertisements about student recruitment, the school opening, and events. All press releases will be translated into Spanish, if required.

Electronic Media – SPDM will utilize a website and social media feeds (Facebook, Instagram, etc.) to communicate information about the school’s mission and vision, instructional practices, student registration, upcoming events, Board of Directors member information, agendas and meetings, and contact information for parents.

Foster and Homeless Youth Recruitment Plan

SPDM is dedicated to providing a high-quality education for foster and homeless youth. Since SPDM is voluntary, it will be important to connect with foster and homeless youth to inform them about opportunities presented at SPDM and how it can improve their futures. In addition to general outreach, the assistance of agencies and organizations involved with foster youth care and homeless youth support services will be solicited. SPDM will reach out to professionals, advocates, and volunteers to educate them about the success of our approach to education and the ability for all youth, including those in care, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs. We are confident our collegiate-inspired and supportive environment will entice foster and their foster parents, as well as homeless youth to enroll. We will include staff of collaborative agencies in campus activities and seek to involve them in other events to encourage their continued support.

SPDM will utilize traditional marketing avenues such as local newspapers and door-to-door flyers to get information to the community as well as contacts through churches, community centers, sports leagues and other community channels.

ADMISSION REQUIREMENTS

SPDM will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) SPDM will admit all pupils who wish to attend to the extent that space allows and 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, or of the pupil’s parent or legal guardian, within this state, except as otherwise required by law.

SPDM will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state, or association with an individual who has any of the aforementioned characteristics.

SPDM will establish a period of open enrollment in the winter of each year. The first day of the open enrollment period, the deadline for submitting enrollment forms, and the date, location, and procedures for the random public drawing/lottery will be advertised via the school website and the school’s main office. During the open enrollment period, student interest and application forms will be accepted.

Information Collection

SPDM will not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the charter school before enrollment. The following is a breakdown of the information to be collected throughout the interest, application, and enrollment process.

Interest Form	Application Form	Enrollment Forms*
<ul style="list-style-type: none"> • Name • Birthdate • Grade Level 	<ul style="list-style-type: none"> • Name • Birthdate • Grade Level 	<ul style="list-style-type: none"> • Home Language Survey • Health History

<ul style="list-style-type: none"> • Parents' Email Address • Parents' Phone Number 	<ul style="list-style-type: none"> • Parents' Email Address • Parents' Phone Number • Physical Address • Foster Youth Designation • Homeless Youth Designation • Interested Sibling Information 	<ul style="list-style-type: none"> • Proof of Immunizations • Proof of Residence • Birth Certificate • IEP or 504 plan • Income Survey • McKinney-Vento Form • Housing Questionnaire • Emergency Contact Information
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*Additional Forms are collected

Lottery Preferences and Procedures

If SPDM has spaces available after the open enrollment period, enrollment forms will continue to be accepted. In that case, students will be offered enrollment on a first come-first served basis. When SPDM reaches enrollment capacity, students will be added to a waiting list in the order in which their application was received.

After the open enrollment period closes, should SPDM receive a number of enrollment forms from potential students that exceeds the number of spaces available in any given grade level within the school, the school will conduct a random public drawing/lottery as set forth below, with the exception of existing students who are guaranteed enrollment in the following school year.

Following our public random drawing/lottery each year, students not able to attend SPDM due to space limitations will be placed on a waiting list in the order in which their name was drawn in the lottery, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list.

SPDM will have a hierarchy of exemptions and preferences for enrollment. These preferences will not require mandatory parent volunteer hours as a criterion for admission. These preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are socioeconomically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity or sexual orientation. The rules and procedures will be communicated to all interested parties prior to holding the lottery via the school's website and other means.

Students exempted from the lottery and automatically admitted, in order of hierarchy are:

- Currently enrolled students;
- Foster and homeless youth;
- Children of staff (not to exceed 10% of total enrollment);
- Siblings of currently enrolled and newly admitted students residing in Des Moines; and
- Siblings of currently enrolled and newly admitted students residing outside of Des Moines.

The lottery procedures will be as follows:

- Prior to the lottery taking place, all students in the exempted categories as shown above shall be admitted to the school for the coming year, in the order presented above;
- If a newly admitted student has siblings who have also applied, those siblings shall be exempted from the lottery as well, and placed on the list of siblings exempted from the lottery following those siblings already included;

13. Proposed Student Recruitment

- If the total of all exempted categories exceeds space available, the additional exempted students (i.e., those who were not enrolled due to the hierarchy above) shall be subject to a priority lottery within their respective preference category and placed on a priority waiting list in the order drawn;
- Students on the priority waiting list shall be admitted as space becomes available, and prior to any students from the regular waiting list established during the lottery itself (see below);
- The lottery will take place within ninety (90) calendar days of closing the open enrollment period as defined above;
- The lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to 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;
- The lottery will take place on a given published date; and
- SPDM will comply with all applicable state and federal laws related to the oversight of charter schools.

The lottery may be conducted electronically or student names may be drawn from a “drum” during a public forum. Lottery Protocols will be established and shared with prospective parents.

Following the lottery, the admission procedures below shall be applied for the coming school year:

- As space becomes available, students shall be admitted first from the priority waiting list for a given grade. Only once all priority waiting list students have been enrolled (within the 10% cap for staff children) will students be enrolled from the regular waiting list.
- When a student is admitted from the priority waiting list or regular waiting list, any siblings of that student who are not yet enrolled shall be moved to the end of the priority waiting list, in order to ensure concurrent enrollment of siblings to the extent possible.

Families promoted from the waiting list shall be contacted when there is an opening. Contact may be by email, personal phone call, and/or US mail. Parents shall have three (3) business days from the date of first notification to respond. SPDM shall attempt on at least two additional occasions to contact the parent(s)/guardian(s) of students promoted from the waiting list during the three (3) day period. Those families not responding within the three (3) day period will forfeit their right to enroll all of their family's students in the school, all siblings within that family shall be removed from all waiting lists, and the next student on the waiting list shall be contacted to fill the open position. Parents who forfeit their right to accept enrollment when offered, but are still interested in enrolling at SPDM must reapply. The waiting lists established by each lottery will not carry over from one year to the next, and is only in effect for the school year for which the lottery was established. Parents will be notified either prior to or upon applying for the school of the procedures for acceptance of an opening.

The following conditions will apply in subsequent years to determine returning student counts:

- In the winter, during the open enrollment period, the parent(s)/guardian(s) of students attending SPDM will be asked to confirm their plan to continue their enrollment in order to get accurate student numbers (continued enrollment is guaranteed regardless of Form submission).

14. Proposed Code of Student Conduct

14.1. Describe the charter school's proposed code of student conduct, including procedures and disciplinary sanctions for both general education and special education students.

This should describe the proposed charter school's philosophy of student discipline, including:

- Which student actions will result in discipline,
 - How discipline practices and procedures will be monitored to ensure legal and policy compliance,
 - The appeal process that the school will employ for students facing expulsion, and
 - How the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
-

The SPDM Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at SPDM. SPDM is committed to an annual review of policies and procedures surrounding suspensions and expulsions. Site administration will engage the family groups, student groups, legal counsel, and other key stakeholders in the review process.

SPDM staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Suspension and Expulsion Policy will be available for both students and parents through the school website and school handbook, and will clearly describe discipline expectations.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The mission of the SPDM School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through a partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.

The key character traits our Scholars are expected to strive towards include: Personal Best, Poise, Confidence, Fitness, Skill, Team Spirit, Self-Control, Alertness, Action, Determination, Hard Work, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the SPDM community will lead to students matriculating from SPDM as self-aware individuals that understand that our character is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At SPDM, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at SPDM is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to parents at the beginning of the year at Back to School Night. The school-wide behavior policy, "Take care of yourself. Take care of others. Take care of SPDM," emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

Site administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. At SPDM, all students will be expected to follow dress code and practice common courtesies (*please, thank you*, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers. The monitoring of student behavior data will be the responsibility of the Principal, including data analysis, trend identification, reporting to staff and stakeholders, and spearheading the creation of needed interventions and supports.

Character Rewards

Success Tickets

When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus. The Pep Squad will regularly hold a student store where students can redeem their tickets for prizes.

Character Consequences

SPDM has developed a discipline plan consistent with this charter that may include day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Student Reminder

Student Reminder forms can be issued to students who have made poor choices. The Student Reminder Form will indicate the reason for the infraction, the Pyramid of Success block the student must improve in, and the consequence. The forms must be signed by the student's parent/guardian and returned to school the next day.

Office Referral

Any student receiving a verified office referral can earn no higher than a "C" in conduct for the trimester. The student must meet with the school principal/administrative designee, and the parent(s)/guardian(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The parent(s)/guardian(s) must sign the office referral and return it to school the following day.

Restorative Justice

SPDM firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. Multiple SPDM staff members, including teachers and executive leadership, have received training from the International Institute for Restorative Practices. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

- Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
- Circles: a variable meeting facilitated (but not led) to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and
- Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, parent meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriate.

Professional Development

As with curriculum and instruction, professional development is key to the effective implementation and sustained success of our discipline policy. Specific trainings that will be provided during summer PD and throughout the school year will include:

- Classroom management planning for new teachers;
- School-wide discipline policy for all staff;
- Restorative practices for all staff; and

- Intensive coaching sessions for staff as needed.

In-School Suspension

In-school suspensions will be given as alternatives to out-of-school suspensions when appropriate. In-school suspensions will be administered at the discretion of the Principal. The grounds for in-school suspensions will not exceed the grounds for out-of-school suspensions. Teachers will provide students with assignments to complete by the end of the school day. Suspensions will be served in the Principal's office or other spaces as chosen by the Principal. The maximum number of days of in-school suspension per incident is five (5) days and shall not exceed twenty (20) days in one academic year.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for any of the acts enumerated below related to school activity or school attendance that occur at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Discretionary Offenses - students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
3. Unlawfully offered, arranged, or negotiated to sell any controlled substance, 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.
4. Committed or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
10. Knowingly received stolen school property or private property.
11. 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.
12. Committed or attempted to commit a sexual assault or committed a sexual battery.
13. 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.
14. 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.
15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another

person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

16. Committed sexual harassment.
17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
20. 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 Executive Director or designee's concurrence.

Non-Discretionary Offenses - students must be suspended and may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance.
4. Committed or attempted to commit a sexual assault.
5. Possessed an explosive.

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal with the student and his or her parent and, whenever practical, the teacher, supervisor or SPDM employee who referred the student to the principal.

The conference may be omitted if the principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or SPDM's personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The process for investigating incidents and collecting evidence will be fair and thorough. 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 parent or guardian to attend a conference with SPDM officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year. For a student with a disability, the maximum number of days shall not exceed ten (10) in one school year. Any student serving a suspension will receive meaningful access to education and will have the opportunity to complete instructional activities missed due to suspension time. Suspended students will be able to communicate with their grade level teacher(s) for any questions and for evaluation of work and shall receive homework assignments that the student would have otherwise been assigned. Suspended students will receive modified instruction during their suspension and be provided the opportunity to make up any missed assessments. The grade level teacher(s) will provide all assignments teacher for student's completion at home. The method in which assignments will be delivered will be decided on a case-by-case basis. If a homework assignment is completed and turned into the teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but not graded before the end of the academic term, that assignment will not be included in the calculation of the student's overall grade in the class.

4. Suspension Appeals

The parent/guardian may appeal a suspension by submitting a written request to the SPDM Executive Director within three (3) school days of the first day of the suspension. The request must identify the basis for the appeal and include any supporting evidence. The Executive Director will evaluate the appeal and issue a written decision to the parent/guardian within five (5) school days of receiving the appeal request. The Executive Director may uphold the suspension, modify the suspension (e.g., reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The Executive Director's decision shall be final. A student shall remain suspended during an appeal, but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

5. Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 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. In the interim, students will follow the same procedures and receive the same meaningful access as during a regular suspension.

Expulsion Procedures

SPDM will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the Executive Director as needed, and shall be an executive administrator from SPDM that is not directly involved with the student's disciplinary process. The Hearing Officer may expel any student found to have committed an expellable offense.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing, which will be recorded, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the pupil has committed an expellable offense. Written notice of the hearing will be sent to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing, which 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 SPDM's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at SPDM to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. Information regarding reasonable accommodations and language support;
8. The opportunity to confront and question all witnesses who testify at the hearing; and
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The Hearing Officer will make a decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing.

Involuntary Student Disenrollment, Dismissal, or Transfer

No pupil shall be involuntarily removed by SPDM for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or 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 request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at SPDM until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SPDM 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 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. SPDM 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 Hearing Officer conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The Hearing Officer 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 Hearing Officer 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 Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer 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, SPDM must present evidence that the witness' presence is both desired by the witness and will be helpful to SPDM. The Hearing Officer 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 Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing 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.

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

Record of Hearing

A reasonably accurate and complete record of the hearing will be maintained by the school.

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 decision by the Hearing Officer 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.

Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer 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, 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 Hearing Officer shall be in the form of written findings of fact. The final decision by the Hearing Officer shall be made within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable. The decision of the Hearing Officer is final.

If the Hearing Officer decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The principal following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SPDM.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the State Board of Education. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Post Expulsion Support

SPDM will provide post-expulsion support to parents/guardians to find alternative placement. SPDM will provide parents/guardians with State Board of Education contact information to find an alternative placement, and SPDM will act a liaison to the appropriate State Board of Education offices as needed.

Disciplinary Records

SPDM shall maintain records of all student suspensions and expulsions at SPDM. Such records shall be made available to the authorizer upon request.

No Right to Appeal

An expelled student shall have no right of appeal from expulsion, as the Hearing Officer's decision to expel is final.

Rehabilitation Plans

Students who are expelled from SPDM may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer 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 SPDM for readmission.

Readmission

SPDM 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, SPDM shall readmit the pupil, unless the Executive Director or designee determines that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian

at any time the expulsion order is entered and the decision of the Hearing Officer, including any related findings, must be provided to the pupil and pupil's parent/guardian within a reasonable time.

Suspension and Expulsion of Students with Disabilities

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 or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

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

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

If SPDM, the parent, 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. If SPDM, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that SPDM had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and SPDM agree to a change of placement as part of the modification of the behavioral intervention plan.

If SPDM, the parent, 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 SPDM may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SPDM 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 State Department of Education or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SPDM, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-

14. Proposed Code of Student Conduct

five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SPDM agree otherwise.

5. Special Circumstances

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

The Executive Director 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.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SPDM supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The student is in the process of being assessed for special education.
- d) The student has a section 504 plan.
- e) The child's teacher, or other 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 SPDM supervisory personnel.

If SPDM 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 IDEA-eligible students with disabilities, including the right to stay-put.

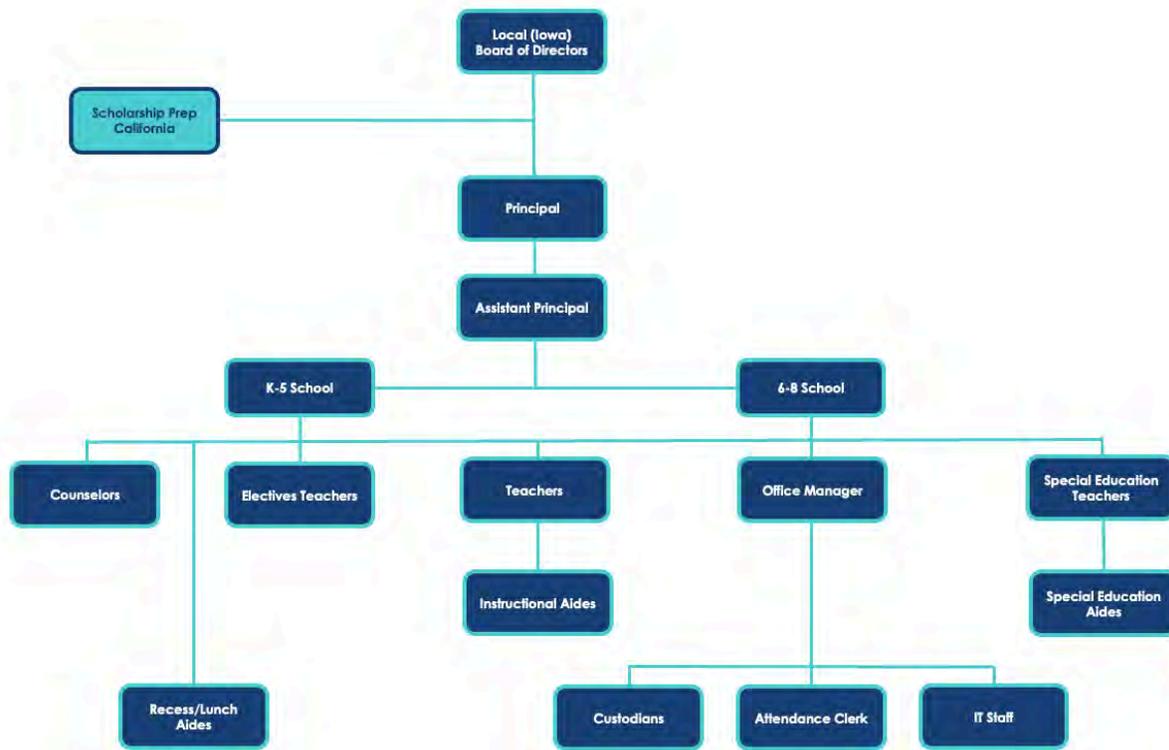
If SPDM had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SPDM shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by SPDM pending the results of the evaluation. SPDM shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

15. Proposed Organizational Structure

15.1. Describe the proposed charter school's organizational structure. For each position or group in the organizational chart, list the duties and powers.

This should include the position or group titles and, if available, may list specific names.

The SPDM organizational structure is outlined below.



The duties and powers of each position group is listed below.

The Principal is responsible to oversee day-to-day operations of the school including compliance with government laws and regulations, school facilities issues, curriculum and instruction, school-wide discipline protocols and procedures, and the supervision of students at any and all times that they are on campus. They will lead and collaborate with the school's leadership team to articulate a clear vision for the school that is centered on achievement and character development.

The Assistant Principal directly supports the Principal in overseeing the day-to-day operations of the school including compliance with government laws and regulations, school facilities issues, curriculum and instruction, school-wide discipline protocols and procedures, and the supervision of students at any and all times that they are on campus. They will lead and collaborate with the school's leadership team to articulate a clear vision for the school that is centered on achievement and character development.

The Counselor ensures the academic and social-emotional success of all students through individual and group counseling as well as classroom presentations and staff consultation. The Counselor serves as a liaison between teachers, parents, and students and assists in the establishment and maintenance of good community, school, and public relations.

Classroom teachers teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits. They contribute to the design of a rigorous curriculum that includes the school's standards and Iowa Content Standards. Teachers plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students.

15. Proposed Organizational Structure

Special Education teacher will provide instructional and behavioral support in the classroom for all students on their caseload. They will be responsible as a case carrier to ensure all components of the IEP are met and timelines are adhered to. They will also provide support to and collaborate with the classroom teacher within the school's inclusion model of service.

The Office Manager is a school-based role that will ensure the office of the school effectively serves and supports the students, families and staff. They will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture. The Office Manager types and translates material, composes letters and memos, completes and distributes correspondence and produces weekly bulletins. They also coordinate, organize and secure the reception area, office space and all student, family, staff and school community information while ensuring confidentiality.

The Attendance Clerk will assist with the compliance of attendance recordkeeping and enforcement of school related attendance policies through his/her work with members of the administrative team to ensure the success of the school.

The Custodian maintains a safe and sanitary environment for students and staff to learn and work in during the school day.

The Arts Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school visual and performing arts program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the visual and performing arts capacity and skills of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of visual and performing arts programs for the school. S/he will be responsible for developing and monitoring a comprehensive arts program that encourages skill development, understanding and appreciation of the arts, and facilitates student participation in school wide performances.

The Athletics Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school fitness and athletic program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the physical fitness of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of athletic programs for the school. S/he will be responsible for developing and monitoring an extracurricular athletic program that encourages skill development, understanding of sports rules, history, and figures, and facilitates teamwork and sportsmanship.

Attach a copy of the organizational chart to [Appendix F](#).

15.2. Describe the delineation of authority and reporting between the governing board, staff, and any other related bodies or external organizations that play a role in managing the charter school.

The delineation of authority is a matter of local determination, as long as the delineation is clear and unambiguous.

The SPDM Board will be responsible for the governance of the school and be responsible to the Iowa Department of Education for its success and oversight.

It is important that every member of the SPDM Board of Directors is aligned with the needs and expectations of the organization. We will achieve this by ensuring potential candidates are invested in our mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We will achieve this alignment through having conversations with the prospect to gauge interest and dedication to SPDM's mission, ensuring alignment between the needs and expectations of SPDM and the needs and expectations of the individual, and inviting prospective candidates to visit the school and receive information concerning the history and future plans of SPDM.

The Board of Directors will be fully responsible for the operation and fiscal affairs of SPDM including but not limited to the following:

- Promote, guard and guide the vision and mission of the school;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Principal;
- Approve major contractual agreements, as defined in the Fiscal Policies and Procedures Manual;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the school;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary; and
- Approve annual independent fiscal audit and performance report.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of SPDM any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, the adoption of Board policies, or any other duty that may not be delegated under applicable laws. The Board however, will retain ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Principal will be responsible for the implementation and execution of the day to-day program. The SPDM Principal will work closely with the Board of Directors to ensure that board members fully support the school's mission, culture, and goals.

Charter Management Organization Responsibilities

15. Proposed Organizational Structure

SPDM is expected to contract with SPCA for the use of intellectual property, programmatic structure, and curricular support services. SPCA will assist SPI with implementing the Scholarship Prep program with fidelity. These services will be administered by the SPCA leadership and support team, including, but not limited to the Executive Director (ED) and Deputy Director (DD). Services that may be provided by the Executive Director include community partnership development, media relations, fundraising, and strategic planning. Services that may be provided by the Deputy Director include leadership coaching to site administration, talent acquisition, and development. Other services that are expected to be provided by SPCA include support for teacher development and training, academic performance assessments, student and family services (especially those experiencing homelessness and the foster care system), and federal, state, local, and authorizer deadlines and requirements.

16. Proposed Staffing Plan

16.1. Attach proposed charter school's staffing chart for the first year of operation.

16.2. Describe the proposed charter school's staffing plan for the duration of the charter school contract.

This should include how staffing needs will be analyzed and addressed over the duration of the contract and how compliance with licensure requirements through the Board of Educational Examiners will be achieved.

The proposed staffing plan for SPDM is below.

Category	2024-25	2025-26	2026-27	2027-28	2028-29
Administration	Principal	Principal	Principal	Principal Assistant Principal	Principal Assistant Principal
Core Teachers		3 Teachers	5 Teachers	7 Teachers	8 Teachers
Office Staff		Office Manager Attendance Clerk	Office Manager Attendance Clerk	Office Manager Attendance Clerk	Office Manager Attendance Clerk
Electives Instructors		1 Instructor	3 Instructors	3 Instructors	3 Instructors
Counselors		1 Counselor	1 Counselor 1 Homeless Liaison	2 Counselors 1 Homeless Liaison	2 Counselors 1 Homeless Liaison
Special Education Teachers		1 Teacher	2 Teachers	2 Teachers	2 Teachers
Custodian		1 Custodian	2 Custodians	2 Custodians	2 Custodians
Campus Aides		3 Aides	3 Aides	4 Aides	4 Aides
Special Education Aides		2 Aides	3 Aides	4 Aides	5 Aides

SPDM intends to open in the 2025-26 school year. This will provide our selected administrator with a planning year to fully understand and observe the Scholarship Prep model, actively recruit students, and engage with key community stakeholders.

In our first year of enrolling students (2025-26), we plan to open with one class at each grade level for a total enrollment of 75 students. Our planned enrollment by the end of this 5-year term is 200 students.

Staffing needs will be analyzed and addressed by the Principal on an ongoing basis. The Principal will implement needs-analysis protocols to determine appropriate staffing levels based on student enrollment, student needs, facilities layout, and community need. Additional positions that may be added include, but are not limited to, IT technicians, health technicians, Psychologists, and Speech-Language Pathologists.

All SPDM staff and faculty must possess:

- An unwavering belief in our mission and core instructional beliefs;
- Exemplary personal character; and
- Critical professional qualifications.

Ideal candidates for employment at SPDM, regardless of their position, will consistently demonstrate the following:

- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Willingness to get the job done no matter what
- Ability to prioritize and manage multiple tasks

16. Proposed Staffing Plan

- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by applicable law

SPDM teachers must have a Bachelor's Degree and an Iowa teaching credential, certificate, permit, or other document in compliance with state law. SPDM will maintain current copies of all teacher credentials, which will be made readily available for inspection. SPDM will comply with all State and federal laws concerning the maintenance and disclosure of employee records. SPDM will also comply with all State and federal mandates and legal guidelines relative to ESSA for teachers and all paraprofessionals.

To be employed by SPDM, the following conditions must be met:

- Fingerprints will be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment through LiveScan, administered by the Department of Justice. The employee is responsible for paying the fingerprinting costs.
- All employees are to report known or suspected instances of child abuse.
- All employees must complete the I-9 form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security card.

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

17.1. Describe how the proposed charter school will recruit and develop school administrators, staff, and governing board members.

This should describe information, such as:

- Recruitment policies;
- How open positions will be advertised in the community(ies);
- Ongoing professional learning that will be provided to administrators, staff, and governing board members; and
- Plans for mentoring and induction for [teachers](#) and [administrators](#).

SPDM will recruit qualified and dedicated individuals who have a desire to not only make a difference in the lives of children, but who also aspire to create global impact. Rather than simply searching for exceptional teachers, SPDM will seek leaders who have an interest in making a difference both inside and outside of their classroom.

SPDM staff members will be recruited through various communication channels, including local newspapers, education networking websites, the school website, career fairs, local universities and word of mouth referrals.

SPDM will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Board of Directors will be responsible for hiring the Principal. The Principal, with the support of the other instructional leaders, will assume responsibility for hiring all other school site staff.

School leaders will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Principal and a hiring committee of staff will interview candidates. Teaching and instructional leader candidates will be asked to teach a lesson as part of the interview process. School leaders may also observe teaching candidates teaching a lesson in their current classrooms. Following interviews, SPDM will contact references, review letters of recommendation, and notify each person of their status once a decision is made.

Nationally, we plan to tap the alumni networks of colleges and universities and Teach for America alumni, post openings on our web site and in education journals, and by word-of-mouth. Locally, we may recruit at colleges, universities, and job fairs. The Principal shall organize all selection and employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings online;
- Recruit applicants through various means;
- Request resumes, copies of credentials, and letters of reference;
- Verify previous employment and references;
- Review candidates' files and portfolios;
- Interview candidates; and
- Make offers of employment.

The Principal and CMO-based personnel will support both teachers and administrators needing to complete the Mentoring and Induction process.

Staff Professional Development

Professional Development (PD) will be essential for the successful delivery of SPDM's collegiate-inspired mission. SPDM will focus on professional development centered on: the effective use of data to drive instruction, consistency of systems and structures to maximize instructional minutes, and the development of effective vertical and horizontal teaming to improve instructional practice. SPDM will also utilize the *Partnership for 21st Century Skills* (P21) recommendations for PD. These focal points will drive the PD plans throughout the entire year.

At SPDM, aligned with P21 recommendations, professional development will:

- Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balance direct instruction with project-oriented teaching methods
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills

- Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Support the continuous evaluation of students' 21st century skills development
- Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Use a scalable and sustainable model of professional development

Teachers will participate in an extensive training and professional development prior to the opening of the school with additional professional development days throughout the year, plus regular Professional Learning Community meetings to review student achievement data and plan collaboratively. Lead teachers will be responsible for leading collaborative planning sessions, helping plan curriculum and assessments (including targeted differentiation strategies and scaffolding for students in need) and serve as mentors to their peers. Prior to the school year starting, teachers will practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school's philosophies in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment.

SPDM will work to develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

The sample Professional Development Calendar below includes both full and half-day/partial-day trainings. During the school year, weekly professional development will be half-day sessions. Before the start of the school year, in August, sessions listed below will be either full or half-day, depending on the content and depth of each session.

Month	Title	Topic/Area of Focus
August	All About Scholarship Prep	Organizational Culture, Mission, Vision
	Program Imperatives: Athletics and the Arts	Core Programs
	Understanding Problem Based Learning (PBL)	Problem Based Learning Overview
	Aligning Instruction with Common Core State Standards (CCSS)	Common Core Standards-Based Instructional Design: Understanding the Standards
	Backward Planning: Beginning with the End in Mind	Instructional Design
	Curriculum Training: <ul style="list-style-type: none"> • Eureka • Into Reading • Studies Weekly • Amplify Science 	Curriculum Training

	Teamwork Through Professional Learning Communities (PLC)	Professional Learning Communities
	Understanding our Subgroups <ul style="list-style-type: none"> • Students with Disabilities (SWD) • English Learners (EL) • Homeless Youth • Foster Youth • Gifted and Talented (GATE) 	Data analysis, Differentiation, Accommodations, Scaffolds and Supports, Extension Opportunities
	Positive Behavior Systems and Supports (PBIS) at SPS	PBIS Overview
	Overview of Trauma-Informed Practices	Why Trauma-Informed Practices? Adverse Childhood Experiences (ACEs) Trauma and Stress Response Self-Awareness Self-Management Building Strong, Safe Relationships
	Classroom Management 101	Positive Classroom Culture and Management Systems
	Multiple Tiered System of Supports (MTSS): Overview	MTSS structure and supports
September	English Language Development (ELD): Diving into the Standards and Unpacking the ELPA21	English Language Learners, ELD Standards, ELPA21
	Writing Across All Content Areas	Expository Writing Instruction
	Writing about Reading	DBQ/Expository Writing Instruction
	Guided Reading (TK-2)	Guided Reading Planning, Rollout, and Resources
	Trauma-Informed Practices	Key Human Needs – Fostering Belonging and Communication
	SP Observation Cycle	Observation Cycle Overview, Initial Goal Setting
October	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	SpEd: Supporting Scholars with Accommodations	SpEd Snapshots, Planning for Implementation

	Trauma-Informed Practices	Why Structure Is Effective But Too Much Can Keep Students From Learning to Self-Manage
	Aligning Rubrics, Projects, and State Standards	Problem Based Learning and Vertical Alignment
November	SST Overview	SST Process and Requirements
	ELD: Designated ELD Instruction	Understanding and Planning for Designated ELD
	Trauma-Informed Practices	Pick Your Battles: Elective Ignoring and Not Taking The Bait
	Assessments: Using Interim Assessments to Measure Student Growth	PLC: Analyzing data to drive instruction
December	Cognitive Rigor: Merging Bloom's Taxonomy with Depth of Knowledge	Instructional Strategies
	Civic Learning Projects	Civic Learning
	Trauma-Informed Practices	Preparing for and Responding to School Breaks, Pt. 1
	Semester Reflection	PLC: Reflecting on Semester 1 to Plan for Semester 2
January	Building an Organization of Excellence: From Good to Great	Organizational Culture
	ELD: Creating a Language-Rich, Inclusive Environment	ELD Instruction
	Trauma-Informed Practices	Prompting and Confronting
	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	Tracking Student Success: FILMS, Score Sheets	Intervention Program Monitoring

February	ELD: Planning Structured Discourse Opportunities (Part 1)	ELD Instruction
	Increasing Cognitive Demand in the Classroom (Part 1)	Instructional Strategies
	Using Student Data to Action Plan	PLC: Data Analysis and Planning
	Trauma-Informed Practices	Boundaries and How Crossing Them Can Lead to Trouble
	Increasing Cognitive Demand in the Classroom (Part 2)	Instructional Strategies
March	ELD: Planning Structured Discourse Opportunities (Part 2)	ELD Instruction
	Trauma-Informed Practices	Positive Reinforcers: What's Good and Not So Good
	Assessments: Using Interim Assessments to Measure Student Growth	PLC: Analyzing data to drive instruction
	Increasing Cognitive Demand in the Classroom (Part 3)	Instructional Strategies
April	Preparing for the ISASP	ISASP Assessment
	Preparing for the ISASP	ISASP Assessment
	Trauma-Informed Practices	Educator Self-Care and Resilience
	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	Student Academic Progress	Promotion/Retention
	Trauma-Informed Practices	Preparing for and Responding to School Breaks, Pt. 2
May	SP Observation Cycle: End of Year Goal Conferences	Reflection on Progress, Goal Setting for Next Year
	PD Limited Due to ISASP and Related Celebrations	

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

Board Professional Development

The SPDM Board of Directors will participate in a number of fiscal management trainings throughout each year to ensure organizational sustainability. The trainings will include, but not be limited to the following: the interrelationship of enrollment and attendance and how changing enrollment during the year can affect annual funding; general understanding of balance sheets, cash flow statements, and statements of activities (income statements), and how these three pillars of financial reporting present a unified financial picture of the school's operations; conflicts of interest; data analysis; and dispute resolution best practices. This training may occur during board retreats, as well as ongoing training to ensure that all members have the necessary information and capacity to be effective.

17.2. Attach the proposed charter school's employment policies, including performance evaluation plans to [Appendix G](#).

This should include hiring policies and a plan or form for [educator evaluation](#) and address compliance with applicable state and federal employment policies.

18. Proposed Governing Bylaws

18.1. Attach the proposed governing bylaws for the proposed charter school to [Appendix H](#).

19. Partnerships or Contractual Relationships

19.1. Does any independent founding group or proposed governing board member have a partnership or contractual relationship with an education service provider related to the proposed charter school's operations or mission (Mark either yes or no)?

"Education service provider" means an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management" [Iowa Code § 256E.2(4)].

Yes (must complete 19.1.1)

No (skip to 20.1)

19.1.1. If yes, state the name(s) of the education service provider(s). For each provider listed, explain the partnership or contractual relationship.

No

20. Proposed Transportation, Food, Operational, and/or Ancillary Services

20.1. Describe the proposed plan for providing transportation services.

This should describe:

- Bus inspection,
- Bus safety,
- Driver training,
- Planned routes, and
- Transportation charges.

SPDM will not initially provide transportation services. As the school enters the planning year and begins operation, the Principal and team will identify potential transportation options for homeless and foster youth. Possible transportation options for those students would be a SPDM-owned van or a youth transportation service such as HopSkipDrive.

20.2. Describe the proposed plan for providing food services.

This should describe:

- How the school will provide nutritious lunches to children,
- If the school will participate in the National School Lunch Program, and
- Its process for income eligibility and verification.

SPDM will participate in the National School Lunch Program. The Principal and Office staff will be trained in the income eligibility and verification processes. In order to ensure full compliance, the Office Manager will distribute and collect income forms from every student. The team then processes each form using the annual eligibility income scale and codes each student as free, reduced, paid, and/or Direct Certification.

The SPDM Principal will oversee the Request For Proposals process to identify a food service provider once the charter application has been approved.

20.3. Describe the proposed plan for all other operational or ancillary services.

This may describe:

- School facility maintenance,
- School business and finance,
- Technology, and
- Safety and security.

It is expected that the SPDM Board of Directors with SPCA for operational and ancillary services, including business and financial support, technology support, and guidance on school facility, safety, and security protocols.

21. Proposed Family and School Partnerships

21.1. Describe how parents and guardians will be given opportunities to be involved in the proposed charter school.

This may describe:

- How input and feedback from parents will be requested and used,
 - How family-school partnerships will be used to strengthen support for learning,
 - Volunteer activities the school will seek or offer to parents,
 - How the school will conduct parent-teacher conferences and provide other opportunities for parents to communicate with their child's teacher, and
 - How the school will communicate with families that do not speak English.
-

SPDM believes that schools can only be effective if families are valued as partners and provided with opportunities to participate in decision-making processes and school governance. We will be active in engaging our parent community in school events, including holding Kindergarten Orientation and Meet Your Teacher events before the school year begins to meet staff and receive information on our academic and behavioral expectations, support services, and opportunities for involvement in school governance and planning.

Numerous opportunities will be open to all parents, including parents of Foster and Homeless Youth, to contribute to the school community through volunteering, fundraising, and being part of the schoolwide decision-making process through the annual planning process and groups/committees listed below. All meeting notifications, nomination processes, and recaps of select events will be posted on our school website to engage the broadest audience possible. While the following groups/committees will provide parents and staff of SPDM enormous opportunities for input on school-wide operations and school involvement activities, parent involvement is not a requirement for acceptance to or continuation at SPDM. The school will notify parents and guardians of applicant pupils and currently enrolled pupils that parent involvement is not a requirement for acceptance to or continuation via the Application Packet and Parent-Student Handbook.

We understand that our students may come from non-traditional families, including foster homes, group homes, extended families, and trauma-filled settings. We are intentional in our approach to building relationships with any and all caregivers. A potential barrier to school success is that homeless and foster parents often feel ill-equipped to help their children. There are a multitude of reasons for this – spending time finding housing and food, searching for employment, caring for basic survival needs. These different demands can often take away from a caregiver’s ability to identify their child’s educational needs or communicate them with school staff. There can also be a sense of shame or embarrassment that comes with housing insecurity for families.

SPDM has therefore built a model where we seek out family relationships. We are active in engaging families on their own terms and in the areas they most need support. We provide parenting workshops, food, school supplies, clothing, and other vital resources. We do not wait for families to approach us – we are constantly informing families of the resources we can and do provide. We do not shame or hide the support offered. In fact, it is the opposite. One look at our website, newsletters, or social media will show that we highlight the services we provide.

Helping families meet their basic needs allows for a deeper connection. Once we engage with the families, they are then able and willing to engage with us in the operations of the school through family organizations (Pep Squad, English Learner Advisory Committee, School Site Council), surveys, on-campus events, and regular chats with the site administration. These avenues allow for families to feel a sense of collaboration and connection with the school and other families. We must also be able to respond to family concerns, be proactive in outreach, and have multiple modes of communication with families

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

If the English learner student population at SPDM is at least 10 students, an English Language Advisory Committee (ELAC) will be formed. The ELAC will be elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, teachers, and principal or designee, for a term of one school year. This committee will meet at a minimum of four times a year. The responsibilities of this committee will include:

- Advising the principal or designee and staff on program and services for English Language Learners;
- Assisting in the development of the school’s annual language census;
- Offer suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participate in the school’s needs assessment by students, parents, and teachers;
- Solicit and encourage community participation; and

- Provide input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

PEP Squad

All parents/guardians will be automatically members of the PEP Squad. The PEP Squad's focus will be on school-wide activities and events that support the vision and mission of SPDM and promote the college-bound theme.

Family Workshops

Parents will be invited to attend Family Workshops each year, coordinated by the school's Principal on topics such as homework completion, behavior management, and much more. The workshops will be held at times convenient for families. Families will also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Additional opportunities for involvement with parents of underserved students will include success conferences, where school staff, including teachers of the child and site administration, along with case workers (as appropriate) will meet with the parents to discuss support plans when students fall behind in school, miss instruction due to mental health services/appointments, and/or need to visit biological parents or caseworkers. These conferences will also include ways the school can support the student and parents by referring them to both inside and outside of the school services, including school-based health, tutoring, and free and/or reduced-cost community agencies.

PEP Talks

Throughout the year, the school leaders, including the principal, will hold regular meetings with parents. In these informal discussions, parents can learn more about the school's programs and culture, opportunities for involvement, schoolwide data and performance, homework support, and ask questions of the school's leaders. These valuable sessions will help parents and the school communicate and build relationships all in support of the school's mission and vision.

Annual Planning

The leadership team of SPDM will engage with the School Site Council, staff, students, ELAC, Pep Squad, parents, and other community stakeholders in the creation of the annual Local Control and Accountability Plan (LCAP). Engagement efforts will include surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP and 8 State Priorities. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of the LCAP. SPDM will comply with Education Code section 47606.5 in the development of its LCAP, including the requirement to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public.

School Site Council

SPDM will have a School Site Council (SSC) that will meet at least quarterly to ensure that the voices of all stakeholders are being heard. The group will be comprised of the Principal, teachers, other staff members, and 50% parents, students, and/or community members. Each member will be elected by his/her peers to serve on the SSC for a two-year term. Major duties of the SSC include review of data, identification of school needs, review of academic programs, and routine safety walks. An SSC representative will regularly update the Board of Directors during open session of meeting dates, goals, and decisions.

Board of Directors Meetings

The SPDM Board of Directors is committed to creating structures to enhance parent involvement in school governance, specifically avenues for direct two-way communication between parents to Board members. Parent and student groups will be invited and encouraged to present at regular meetings of the Board.

Family-Teacher Communication

21. Proposed Family and School Partnerships

SPDM staff will ensure two-way communication with families through a number of avenues. First, families will be invited to campus for multiple events throughout the year to communicate with their child's teacher, including a Meet Your Teacher event, Back to School Night, and Open House. SPDM will also schedule family-teacher conferences in the fall and spring. These conferences provide an opportunity for families and staff to engage in collaborative, solutions-oriented work to support student success and bridge the school-home divide. Additionally, teachers will communicate regularly with family through either email or a phone-based app such as ClassDojo.

Staff will ensure that materials are provided in English and other prominent languages spoken and understood by families. SPDM will also provide translation services as necessary and requested for school events, IEP meetings, conferences, meetings, and written material.

22. Start-Up and Five-Year Plans

22.1 and 22.2 should be distinguished from each other.

22.1. Describe the school start-up plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
 - **Budget;**
 - **Insurance coverage; and**
 - **Facility construction, preparation, and contingencies.**
-

22. Start-Up and Five-Year Plans

SPCA will be expected to oversee all school start-up planning and implementation. As part of the planning and implementation, SPCA will contract with a development company (DC) that will manage all aspects of development from site selection/entitlements to turn-key completion of the construction.

The DC will work with the school to design a functional and appropriate building/campus to meet its enrollment goals, educational program and financial affordability. The DC is expected to assemble a highly qualified design and construction team for the school facility project that has significant experience building and designing charter school facilities across the country. They must understand the local process of securing entitlements and zoning permits.

The facility acquisition and construction plan will be presented to the school's board for approval. If the project is approved, it is anticipated that the school construction project will be completed for a 2025 fall opening.

The following individuals are expected to provide oversight for the school start up plan:

- Finances:
 - SPDM Board
 - SPCA
 - Executive Director
 - COO
- Budget:
 - SPDM
 - Board
 - Principal
 - SPCA
 - Executive Director
 - Deputy Director
 - COO
- Insurance
 - SPDM Board
 - SPCA
 - Executive Director
 - Director of Human Resources
- Facility construction, preparation, and contingencies
 - SPDM
 - Board
 - Principal
 - SPCA
 - Executive Director
 - Deputy Director
 - COO

Please see Appendix N for more information on the Start-Up Plan.

22. Start-Up and Five-Year Plans

22.2. Describe the five-year plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
- **Budget;**
- **Insurance coverage; and**
- **Facility construction, preparation, and contingencies.**

The personnel responsible for the following areas are:

Finances: Governing Board, Principal, back office, SPCA

Budget: Governing Board, back office, SPCA

Insurance Coverage: Governing Board, SPCA

Facility construction, preparation, and contingencies: Governing Board, SPCA, selected developer and/or facilities vendor, architect, back office

Pre-operation activities (Year 0) will include securing early stage funding to support operational activities. These activities may include, but not be limited to:

- Recruiting and selecting governing board members
- Hiring SPCA
- Hiring a principal
- Hiring a developer
- Financing the travel and expenses of the development team from SPCA
- Finding a school facility and paying a deposit
- Securing community partners
- Writing and submitting the CSP Expansion and Replication Grant
- Set up bank accounts

Year 1 activities include, but are not limited to the following:

- *Hiring and training all staff*
- *Creating a marketing plan and associated materials*
- *Student recruitment and enrollment*
- *Secure insurance vendor*
- *Secure benefits vendor*
- *Secure food services vendor*
- *Set up student transportation*
- *Set up technology infrastructure*
- *Establishing accountability & academic targets*
- *Year-long PD Planning for teachers*
- *Order furniture & equipment*
- *Order curriculum*
- *Order classroom technology/computers*
- *Order student clothing*
- *Order resource center & rainbow cart items*
- *Supplies purchasing*
- *Open enrollment*
- *Enrollment lottery*

The italicized Year 1 activities are also applicable to years 2-5.

For additional information, please see Appendix M for the five-year budget projection that includes staffing.

23. Fundraising

23.1. Does the proposed charter school have anticipated fundraising contributions (Mark only one set of brackets)?

This includes any fundraising activities or grant activities known to the applicant at the time of the application. Examples might include U.S. Department of Education grants, state grants, or local fundraising efforts.

- Yes (must attach evidence to 23.1.1)
 No (skip to 24.1)

23.1.1. If yes, attach evidence of the contributions to [Appendix I](#).

24. Evidence of Prior Student Success

24.1. Will the proposed governing board contract with an education services provider (Mark only one set of brackets)?

- Yes (continue to 24.2)
 No (skip to 26.1)

24.2. Attach evidence of the educational service provider's success in serving student populations like those proposed in this application to [Appendix J](#).

This may include demonstration of:

- Growth on assessment scores over time for the specific population;
- Provision of curriculum and instruction matched to the student population being served;
- Increased student enrollment and attendance for the specific population;
- Decreased student discipline for the specific population; and
- Exemplary parent and community involvement for the specific population.

24.3. Has the educational service provider operated other charter schools (Mark either yes or no)?

A "No" response does not disqualify the applicant.

- Yes (must attach evidence to 24.3.1)
 No (skip to 25.1)

24.3.1. If yes, attach evidence of past performance of other charter schools and the founding group's capacity for an additional charter school to [Appendix K](#).

This must include demonstration of the founding group's:

- Past performance of other charter schools, which may be demonstrated by:
 - Growth on assessment scores over time;
 - Curriculum, instruction, and assessment matched to the mission of the charter school;
 - Increased student enrollment and attendance;
 - Decreased student discipline;
 - Exemplary parent and community involvement;
 - Financial stability; and
 - Staff stability.
- Capacity for an additional charter school, which may be demonstrated by:
 - Sound budget management;
 - Proper allocation of resources;
 - Fundraising efforts; and
 - Level of commitment and time for the proposed school.

25. Proposed Staff Performance Evaluation

25.1. Describe the proposed educational service provider's staff performance evaluation measures and compensation structure for teachers, administrators, and other staff members.

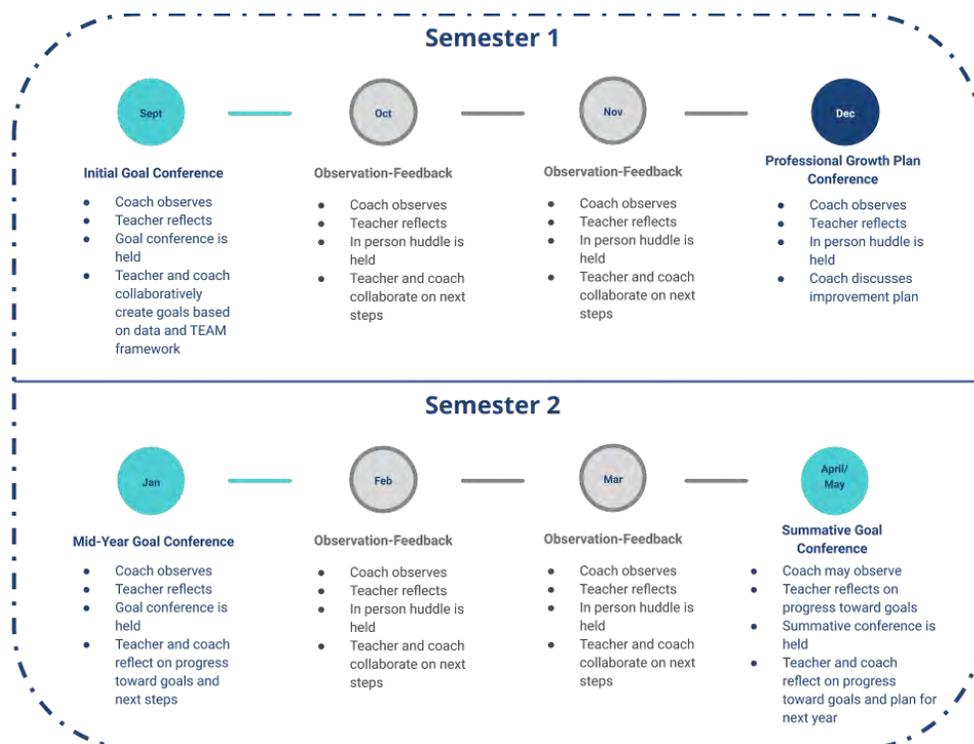
Teaching Staff

To develop and ensure teacher effectiveness, teachers will be observed frequently and consistently, and will be provided informal and formal feedback during these observations. SPDM has developed a 4-domain rubric based on Charlotte Danielson's framework for effective teaching. The Together Everyone Achieves More ("TEAM") rubric's 4 domains cover data-driven planning and assessment, classroom learning environment, instruction, and professional responsibilities.

The TEAM framework and observation-feedback cycles at SPDM are used as coaching tools to improve practice. The TEAM framework and observations are used to drive teacher goal setting and instructional coaching, and may be used to initiate, and inform improvement plans when necessary. Teachers will get at least three observation-feedback cycles each semester, and will participate in three reflective goal conferences (initial, mid-year, summative).

The purpose of conferences is not only to establish goals, but also to communicate how each teacher perceives their strengths and particular areas of focus for that specific school year, including how they will affect student learning. Discussions will be based on data from individual students, grade level performance, and school-wide overall performance. The administrators shall conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement.

The graphic below is taken from the SPDM Observation and Feedback Handbook. It shows the annual cycle of coaching and evaluation for teachers.



ASSISTANCE AND INTERVENTIONS FOR TEACHERS INCLUDE:

- Suggestions offered by administrator(s);
- Peer Visitation - teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade-level member(s), and/or a peer coach;
- Clinical supervision, visitation notes and conferences by administrator(s);

- Peer coaching;
- Substitute release days for planning, observation, articulation;
- Workshop/conference attendance;
- Professional development training by consultants; and
- Release time for Professional Learning Community (PLC) development.

Classified Staff

The performance review system for Classified Staff includes:

- Ongoing supervision and observation by administrator(s), including informal walk-throughs; and
- Evaluation by administrator(s) of individual job description performance.

ASSISTANCE AND INTERVENTIONS FOR CLASSIFIED STAFF INCLUDE:

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

School Leader Evaluation

To develop and ensure effectiveness, SPDM administrators will be coached and evaluated using a 4-domain rubric. The overarching domains are Celebration, Communication, Community, and Commitment. Site administrators will:

- provide mid-year and end-of-year self scores;
- receive mid-year and end-of-year scores from their coach; and
- receive survey results from site staff.

A sample domain from the rubric is below.

Domain 2: Communication			
Level I	Level II	Level III	Level IV
Does not communicate clear, concise, aligned, and timely messages to all stakeholders.	Sometimes communicates clear, concise, aligned, and timely messages to all stakeholders.	Consistently communicates clear, concise, aligned, and timely messages to all stakeholders.	Always communicates clear, concise, aligned, and timely messages to all stakeholders.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt		Staff Score	
Communicates effectively with me.			
Communicates effectively with others.			
Provides me with clear, motivating, and constructive feedback.			
Shares information and keeps me informed.			
Effectively prepares and delivers presentations.			
Follows through on commitments.			

Site administrators will have at least monthly check-ins with their CMO-based coach and will participate in three reflective goal conferences (initial, mid-year, summative). The regular check-ins and goal conferences allow SPDM to provide intense supports and craft a growth plan in any needed areas. Site administrators will be responsible for creating portfolios of work conducted throughout the year to show competency in all areas.

25. Proposed Staff Performance Evaluation

The full compensation structures for SPDM are included in Appendix G. The summaries for teacher compensation is below.

BASE PAY			
Step*	Level I	Level II	Lead
1	\$51,234		
2	\$52,771		
3	\$54,354	\$57,072	
4	\$55,985	\$58,784	\$61,723
5	\$57,664	\$60,548	\$63,575
6	\$59,394	\$62,364	\$65,482
7	\$61,176	\$64,235	\$67,447
8	\$63,011	\$66,162	\$69,470
9	\$64,902	\$68,147	\$71,554
10	\$66,849	\$70,191	\$73,701
11	\$68,854	\$72,297	\$75,912
12	\$70,920	\$74,466	\$78,189
13	\$73,047	\$76,700	\$80,535
14	\$75,239	\$79,001	\$82,951
15	\$77,496	\$81,371	\$85,439

25.2. Describe the proposed educational service provider's methods of contract oversight and dispute resolution.

25. Proposed Staff Performance Evaluation

SPCA will provide contract oversight through a number of avenues, including:

- Virtual attendance at all SPDM Board Meetings;
- Quarterly in-person attendance at SPDM Board Meetings;
- Weekly virtual meetings with the SPDM Principal;
- Monthly in-person meetings with the SPDM Principal;
- Active monitoring of key performance metrics, including enrollment, attendance, student performance, and budgeting;
- Quarterly performance report reviews;
- Stakeholder surveys; and
- Stakeholder focus groups

Dispute Resolution

While the formal dispute resolution process between SPDM and SPCA will be entered into after contracted services begin, the following is the framework that SPDM will use in crafting the dispute resolution policy.

The intent of the dispute resolution process is to clarify roles and responsibilities and ensure a fair and timely process for resolving disputes.

SPDM and SPCA will agree to resolve all disputes regarding contracted services pursuant to the terms of the section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the services agreement will be handled first through an informal process in accordance with the following procedures:

In the event of a dispute between SPDM and SPCA, SPDM and SPCA staff, employees and Board members agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the Principal or designee of SPDM and Executive Director or designee of SPCA.

The Principal or designee and SPCA designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the SPDM designee and the SPCA designee and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the SPDM designee and the SPCA designee shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the SPDM designee and the SPCA designee. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between SPDM and SPCA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of SPDM and SPCA.

25.3. Describe the proposed educational service provider's investment disclosures and conflicts of interest.

Any conflict-of-interest policies for SPDM and/or SPCA are intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

While the formal conflict of interest policy and code of SPCA will be provided after contracted services begin, the following is the draft policy for the relationship.

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the ORGANIZATION has a transaction or arrangement,
- b.** A compensation arrangement with the ORGANIZATION or with any entity or individual with which the ORGANIZATION has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the ORGANIZATION is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the ORGANIZATION can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the ORGANIZATION's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the ORGANIZATION for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the ORGANIZATION for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the ORGANIZATION, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

25. Proposed Staff Performance Evaluation

d. Understands the ORGANIZATION is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the ORGANIZATION operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management ORGANIZATIONS conform to the ORGANIZATION's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the ORGANIZATION may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

26. Proposed Charter School Contract with State Board

26.1. Attach an outline of the proposed charter school contract with the State Board to [Appendix L](#) that includes:

- Duration,
- Designation of roles,
- Authority,
- Duties of the governing board, and
- Charter school staff.

Any contract should include a review by the applicant's legal counsel.

27. Statute and/or Rule Waiver

27.1. Does the independent founding group wish to request a waiver of one or more of the following requirements from which the charter is not already exempt according to Iowa Administrative Code chapter 19.11 (2): Iowa Code section 256.7(21) and the educational standards of Iowa Code section 256.11 and/or the minimum requirements for instructional hours or days (Mark only one set of brackets)?

[] Yes (continue to 27.2)

[X] No (skip to assurances and conditions)

27. Statute and/or Rule Waiver

27.2. Select each statute and/or administrative rule with which the charter school does not intend to comply (Mark all that apply).

- Requirements of Iowa Code section 256.7, subsection 21 and the educational standards of Iowa Code section 256.11.
- Provision of instruction for at least the number of days or hours required by Iowa Code section 279.10, subsection 1.

27.3. Describe the technical assistance sought by the independent founding group from the Department concerning statutes and administrative rules that may be waived including the reason the charter is requesting to have each statute and/or administrative rule waived.

N/A

Iowa Public Charter School Program Assurances and Conditions

ASSURANCES

Please mark the following assurances with Y for yes and N for no. If the applicant is unable to assure compliance with any of the assurances, the application will not be approved. Later discovery of a provider's failure to adhere to any of the assurances may be the basis for the State Board to revoke the charter contract.

Y/N	The proposed charter school assures that:
Y	A. It will meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination based on race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. If approved, the charter school will be subject to any court-ordered desegregation in effect for the school district at the time the charter school application is approved, unless otherwise specifically provided for in the desegregation order.
Y	B. It will operate as a nonsectarian, nonreligious school.
Y	C. It will be free of tuition and application fees to Iowa resident students between the ages of five and 21 years.
Y	D. It will comply with chapters 216 and 216A relating to civil and human rights.
Y	E. It will provide special education services in accordance with chapter 256B.
Y	F. It understands that it is subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit must be consistent with the requirements of sections 11.6, 11.14, 11.19, and 279.29, and section 256.9, subsection 20, except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the Legislative Services Agency may conduct financial, program, or compliance audits.
Y	G. It will comply with the requirements of section 256.7, subsection 21, and the educational standards of section 256.11, unless specifically waived by the State Board during the application process.
Y	H. It will provide instruction for at least the number of days or hours required by section 279.10, subsection 1, unless specifically waived by the State Board as part of the application process.
Y	I. It will comply with the requirements of chapter 256E.
Y	J. Its governing board meetings will be conducted in a manner that is open to the public. The governing board will be a governmental body for purposes of chapter 21 relating to open meetings.
Y	K. It understands that all records, documents, and electronic data of the charter school and of the governing board—its governing body for purposes of chapter 22—will be public records and are subject to the provisions of chapter 22 relating to the examination of public records.

Y	L. It will employ or contract with teachers as defined in section 272.1, who hold valid licenses with an endorsement for the type of instruction or service for which the teachers are employed or under contract.
Y	M. It will have a chief administrator that is one of the following: <ul style="list-style-type: none"> • An administrator who holds a valid license under chapter 272, • A teacher who holds a valid license under chapter 272, or • An individual who holds an authorization to be a charter school administrator issued by the Board of Educational Examiners under chapter 272.
Y	N. It will not discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district.
Y	O. It will give enrollment priority to the siblings of students enrolled in a charter school.
Y	P. It will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students must be accepted by lot.
Y	Q. It will, upon enrollment of an eligible student, notify the public school district of residence not later than March 1 of the school year preceding the year of enrollment.
Y	R. It will adopt a conflict-of-interest policy and a code of ethics for all board members and employees.
Y	S. It will adopt a policy regarding the hiring of family members to avoid nepotism in hiring and supervision. The policy must include but is not limited to a disclosure to the governing board of potential nepotism in hiring and supervision. Any person subject to the policy with a conflict must not be involved in the hiring decision or supervision of a potential employee.
Y	T. It will prohibit individuals compensated by an education service provider from serving as a voting member on the governing board unless the State Board waives such prohibition.
Y	U. It will have a majority of the membership of the governing board be residents of the geographic area served by the charter school. Each member of the governing board who is not a resident of the geographic area served by the charter school must be a resident of Iowa.
Y	V. It will post the charter school's annual budget on the charter school's website for public viewing within 10 days of approval of the budget. Each posted budget must continue to be accessible to the public on the website for all subsequent budget years [Iowa Code § 256E.7(2)-(11)].

CONDITIONS

Each condition must be met and followed for the duration of the charter school contract. The failure to maintain any of these conditions could result in the revocation of the charter by the State Board [Iowa Code § 256E.10(3)].

Reporting

To meet the data reporting requirements, including student enrollment and performance information needed for the performance framework, charter schools must use a student information system that will transmit information to the Department that is compliant with the School Interoperability Framework (SIF) education data standard [Iowa Admin. Code r. 281—19.10(3)].

Non-Discrimination

Iowa Code section 256E.7, subsection 4, states that a charter school cannot discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school district. Enrollment priority must be given to the siblings of students enrolled in a charter school.

Certification

WE, THE UNDERSIGNED, do hereby submit an Iowa public charter school program application and agree to the conditions and assurances contained therein.

 _____	11/1/23 _____
Founding Group Authorized Representative Signature	Date
_____	_____
Proposed Governing Board President Signature*	Date
_____	_____
Education Service Provider Authorized Representative Signature*	Date

*If identified

[Appendix A: 5. Optional Attachment – Evidence of Need and Community Support](#)

Appendix B: 6.2. Attach the curriculum vitae (CV) or résumé for each founding member.

Appendix C: 6.4. Attach the CV or résumé for each governing board member.

Appendix D: 6.5. Attach the CV or résumé for each administrator.

Appendix E: 7.3. Proposed Calendar and Daily Schedule.

Appendix F: Proposed Organizational Structure.

Appendix L: 26.1. Attach an outline of the proposed charter school contract with the State Board.

Jason Watts

Contact information: 951.703.503 E-MAIL: jwatts@scholarshipschools.org

Education and Credentials

National University, San Bernardino, CA

Masters of Science Educational Administration, Administrative Services Clear Credential: GPA – 3.77

Chapman University, Ontario, CA

Multiple Subjects CLAD Clear Credential: GPA – 3.93

California State University Fullerton, Fullerton, CA

Bachelor of Science in Kinesiology: Dean's List

Professional Experience

Scholarship Prep

Co-Founder and Executive Director

July, 2015 – Present

- Oversees operations of entire organization, including all compliance and accountability matters
- Oversees and controls organizational decisions, including expansion, budgeting, and employee retention
- Assumes responsibility for the overall financial planning of the organization
- Serve as primary contact for foundations and granting agencies
- Works with school authorizers to provide updates, reports, and communication as needed
- Serves as the primary liaison between Scholarship Prep and governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.

Oxford Preparatory Academy, Inc.

Director of School Development

July, 2013 – June 2015

- Assisted with organizational and school site compliance, operations, and administration
- Provided support for school site expansion, including petition and program development
- Assisted with instructional program implementation

Chancellor – South Orange County Campus

July 2012 – June 2013

- Managed day-to-day operations of the school site
- Organized and implemented a successful Professional Learning Community
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Director of Educational Services, Co-found

July, 2010 – June 2012

- Responsible for the evaluation of classified and certificated personnel
- Created Highly Gifted Program, evaluation template, and compensation plan
- Assisted with staff development, hiring, and expansion

Chino Valley Unified School District, Chino, California

Assistant Principal – Chaparral Elementary

July 2009 – June, 2010

- English Learner Program Coordinator
- Student Success Team (SST) Coordinator
- Gifted And Talented Education (G.A.T.E.) Coordinator

Assistant Principal – Edwin Rhodes Elementary

July, 2006 – June, 2009

- Placed first in District/San Bernardino County in 2009 with API Score of 965
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Sixth Grade G.A.T.E. Teacher – Edwin Rhodes Elementary, Chino, C July, 2003 – June, 2006

- G.A.T.E. Coordinator (administrator of all G.A.T.E. activities; screening, testing, and expenditure management)

4/5 Combination Teacher – El Rancho Elementary, Chino, CA October 2001 – June, 2003

- Grade Level Chair/Leadership Team Committee

4th – 8th Grade Teacher – Saint George Elementary, Ontario, CA July, 1997 – June, 2001

- 6th – 8th Grade Math & Science
- Head Coach Boys & Girls Basketball Teams

Memberships and Skills

California Charter Schools Association (member)

Bell Schedule

Sample daily schedules are included below for regular and minimum days for all grade levels.

6th – 8th Regular Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45-8:15	Drop Off		
8:15-8:45	Morning Meeting	30	30
8:45-9:50	ELA	65	65
9:50-10:50	Social Studies	60	60
10:50-11:05	Nutrition		
11:05-11:50	Electives		
11:50-12:55	Math	65	65
12:55-1:25	Lunch		
1:25-2:25	Science	60	60
2:25-3:15	Enrichment/ELD	50	50
3:15	Dismissal		
3:15- 5:30	After School Program		

6th – 8th Minimum Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45 – 8:15	Drop Off		
8:15- 8:40	Morning Meeting	25	25
8:40-9:30	ELA	50	75
9:30-9:45	Nutrition		
9:45-10:35	Social Studies	50	125
10:35-11:25	Math	50	175
11:25-12:15	Science	50	225
12:15	Dismissal		
12:15- 5:30	After School Program		

SCHOLARSHIP PREP | 2024-2025 CALENDAR

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

1-3 Winter Recess – No School
6 Second Semester Begins
20 Dr. MLK Day – No School

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-16 Teacher Professional Development
15 Meet Your Teacher Day
19 First Day of School

FEBRUARY 2025						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 Presidents' Day – No School

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Labor Day – No School
12 Back to School (Min. Day)

MARCH 2025						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Family Conferences
13 Open House (Min. Day)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10-11 Family Conferences (Min. Days)
25 Literature Day

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7-11 Spring Break – No School

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Veterans Day – No School
25-29 Thanksgiving Recess – No School

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 Last Day of School
21-22 Teacher Professional Development
26 Memorial Day

DECEMBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 End of First Semester
23-31 Winter Recess – No School

JUNE 2025						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						





Leadership Evaluation



CELEBRATION



COMMUNICATION



COMMUNITY



COMMITMENT

Domain 1: Celebration

Level I	Level II	Level III	Level IV
Does not ensure that staff feel valued and celebrated for their work.	Ensures that some staff feel valued and celebrated for their work.	Ensures that most staff feel valued and celebrated for their work.	Ensures that all staff feel valued and celebrated for their work.

Domain 2: Communication

Level I	Level II	Level III	Level IV
Does not communicate clear, concise, aligned, and timely messages to all stakeholders.	Sometimes communicates clear, concise, aligned, and timely messages to all stakeholders.	Consistently communicates clear, concise, aligned, and timely messages to all stakeholders.	Always communicates clear, concise, aligned, and timely messages to all stakeholders.

Domain 3: Community

Level I	Level II	Level III	Level IV
Does not create a culture where stakeholders feel valued and respected.	Creates a culture where some stakeholders feel valued and respected.	Creates a culture where most stakeholders feel valued and respected.	Creates a culture where all stakeholders feel valued and respected.

Domain 4: Commitment

Level I	Level II	Level III	Level IV
Does not align actions to our schools' mission of creating community change.	Aligns some actions to our schools' mission of creating community change.	Aligns most actions to our schools' mission of creating community change.	Aligns all actions to our schools' mission of creating community change.



Domain 1: Celebration

Domain 1: Celebration			
Level I	Level II	Level III	Level IV
Does not ensure that staff feel valued and celebrated for their work.	Ensures that some staff feel valued and celebrated for their work.	Ensures that most staff feel valued and celebrated for their work.	Ensures that all staff feel valued and celebrated for their work.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt			Staff Score
Encourages and motivates me.			
Encourages and motivates others.			
Makes me feel appreciated and valued.			
Makes others feel appreciated and valued.			
Supports my success.			
Supports the success of others.			
Helps me achieve my goals.			
Helps others achieve their goals.			
Celebrates me when I do well.			
Notes			



Domain 2: Communication

Domain 2: Communication			
Level I	Level II	Level III	Level IV
Does not communicate clear, concise, aligned, and timely messages to all stakeholders.	Sometimes communicates clear, concise, aligned, and timely messages to all stakeholders.	Consistently communicates clear, concise, aligned, and timely messages to all stakeholders.	Always communicates clear, concise, aligned, and timely messages to all stakeholders.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt			Staff Score
Communicates effectively with me.			
Communicates effectively with others.			
Provides me with clear, motivating, and constructive feedback.			
Shares information and keeps me informed.			
Effectively prepares and delivers presentations.			
Follows through on commitments.			
Notes			



Domain 3: Community

Domain 3: Community			
Level I	Level II	Level III	Level IV
Does not create a culture where stakeholders feel valued and respected.	Creates a culture where some stakeholders feel valued and respected.	Creates a culture where most stakeholders feel valued and respected.	Creates a culture where all stakeholders feel valued and respected.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt			Staff Score
Genuinely cares about me.			
Genuinely cares about our staff.			
Genuinely cares about our students.			
Genuinely cares about our families.			
Shows support and care for our most vulnerable students.			
Builds and maintains my trust.			
Builds and maintains the trust of others.			
Recognizes and values individual and cultural differences.			
Notes			



Domain 4: Commitment

Domain 4: Commitment			
Level I	Level II	Level III	Level IV
Does not align actions to our schools' mission of creating community change.	Aligns some actions to our schools' mission of creating community change.	Aligns most actions to our schools' mission of creating community change.	Aligns all actions to our schools' mission of creating community change.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt			Staff Score
Creates a common vision for others.			
Motivates and challenges me to achieve our shared vision			
Demonstrates the schools' values through words and actions.			
Unites team focus behind a common goal.			
Notes			



SCHOLARSHIP PREP
Creating Community Change

Teacher Evaluation and Accountability Monitoring

Standards
Domain 1: Data-Driven Planning and Assessment
1.1 Establish standards-based learning objectives
1.2 Guide lesson design using data
Domain 2: Classroom Learning Environment
2.1 Create a culture of learning
2.2 Maximizing instructional time
Domain 3: Instruction
3.1 Content aligned to standards and criteria for success
3.2 Scholar cognition
3.3 Facilitate questioning and academic discourse
3.4 Check for understanding and provide feedback
Domain 4: Professional Responsibilities
4.1 Engage in critical reflection
4.2 Engage in collaborative relationships with peers
4.3 Uphold and exhibit the CMO norms and expectations
4.4 Develop two-way communication with families



Domain 1: Data-Driven Planning and Assessment				
Standard	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives	Learning objectives are loosely based on content standards and/or represent low expectations for Scholar learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help Scholars access the level of rigor in the standard(s).	All of level 3 and... promotes in-depth understanding of complex, interdisciplinary concepts.
	The teacher does not use Scholar data sources to guide how content is organized or the proposed assessments do not measure the learning objective(s).	The teacher uses Scholar data sources to inform his/her planning for whole groups of Scholars and/or proposed assessments measure some, but not all aspects of the learning objective(s).	The teacher draws a specific connection between the Scholar data sources used and in order to meet specific Scholar needs and the proposed assessments measure all aspects of the learning objective(s).	All of level 3 and... The teacher includes specific opportunities for Scholars to use self-assessment data to guide their instructional choices and assessments have been adapted to meet individual Scholar needs

Domain 2: Classroom Learning Environment				
Standard	Level I	Level II	Level III	Level IV
2.1 Create a culture of learning	Scholar behavior is inappropriate and/or the teacher does not respond to misbehavior.	Scholar infractions of the rules are minor and/or the teacher's response to Scholar misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Scholar behavior is appropriate; the teacher's response to Scholar misbehavior is proactive and includes Scholar-specific redirection, feedback, and positive reinforcement.	All of level 3 and... Scholars take responsibility for conduct without being prompted by the teacher. Scholars respond to each other's inappropriate behavior and redirect each other. Scholars celebrate peer success and persistence in the face of challenging content.
	Scholars do not execute routines, procedures and transitions in an orderly or time-efficient manner, even when redirected by the teacher. Scholars are left without work to do for a significant portion of the lesson. The class has a slow pace and instructional time is not used efficiently.	Scholars inconsistently execute routines, procedures and transitions in an orderly or time-efficient manner, requiring significant direction or redirection by the teacher. Scholars are idle while waiting for the teacher or left without work for short periods of time.	Scholars consistently execute routines, procedures and transitions in an orderly or time-efficient manner, although some direction may be required by the teacher. Scholars are engaged in the work of the lesson from start to finish.	Scholars hold each other accountable for executing routines, procedures, and transitions in an orderly and time-efficient manner. The teacher maximizes the amount of time devoted to each component of the lesson, and Scholars are engaged in the work from start to finish. Scholars finishing assigned work early are engaged in meaningful, standards-driven learning.



Domain 3: Instruction				
Standard	Level I	Level II	Level III	Level IV
3.1 Content aligned to standards and criteria for success	<p>The lesson, including the lesson objective, does not focus on content and learning experiences (e.g. texts, questions, problems, exercises, assessments) that advance Scholars towards grade level mastery of content standards.</p> <p>Few Scholars access grade level content.</p>	<p>The lesson, including the lesson objective, partially focuses on content and learning experiences (e.g. texts, questions, problems, exercises, assessments) that advance Scholars towards grade level mastery of content standards.</p> <p>Some Scholars, including only some ELs and Scholars with special needs, can access grade-level content through the integration of language supports and IEP accommodations.</p>	<p>The lesson, including the lesson objective, focuses on content and learning experiences (e.g. texts, questions, problems, exercises, assessments) that advance Scholars towards grade level mastery of content standards.</p> <p>Most Scholars, including some ELs and Scholars with special needs, can access grade level content through the integration of language supports and IEP accommodations.</p>	<p>The lesson, including the lesson objective, focuses on content and learning experiences (e.g. texts, questions, problems, exercises, assessments) that are differentiated so individual or sub groups of Scholars show grade level mastery of content standards.</p> <p>All Scholars can access grade level content through the integration of language supports and IEP accommodations.</p>
	<p>Scholars do very little of the cognitive work during the lesson (reading, writing, discussing, analyzing, or solving).</p> <p>Very few Scholars produce meaningful evidence (academic writing, discussion using academic discourse) to support their thinking.</p> <p>Few Scholars grapple with complex ideas or persist when the work is challenging.</p>	<p>Only the teacher and some Scholars complete the cognitive work of the lesson (reading, writing, discussing, analyzing, or solving).</p> <p>Some Scholars produce meaningful evidence (academic writing, discussion using academic discourse) to support their thinking.</p> <p>Some Scholars grapple with complex ideas or persist when the work is challenging.</p>	<p>Most Scholars complete the cognitive work of the lesson (reading, writing, discussing, analyzing, or solving).</p> <p>Most Scholars produce meaningful evidence (academic writing, discussion using academic discourse) to support their thinking.</p> <p>Most Scholars grapple with complex ideas or persist when the work is challenging.</p>	<p>All Scholars complete the cognitive work of the lesson (reading, writing, discussing, analyzing, or solving).</p> <p>All Scholars produce meaningful evidence (academic writing, discussion using academic discourse) to support their thinking.</p> <p>All Scholars grapple with complex ideas or persist when the work is challenging.</p>
3.3 Facilitate questioning and academic discourse	<p>The teacher poses low-level, rote recall questions; wait time is not utilized; conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse.</p> <p>Few Scholars respond to and build on their peers thinking, ideas or answers.</p>	<p>The teacher poses a combination of low and mid-level questions; wait time is used inconsistently; conversations, in whole and small group settings, are dominated by a small number of Scholars.</p> <p>Some Scholars respond to and build on their peers thinking, ideas or answers, or their responses lack meaningful evidence to justify their reasoning.</p>	<p>The teacher poses scaffolded, probing questions to move Scholar thinking towards mastery. Wait time is used consistently. Conversations are facilitated by the teacher and Scholars use academic vocabulary.</p> <p>Most Scholars respond to and build on their peers thinking, ideas or answers, and they provide meaningful evidence to justify their reasoning.</p>	<p>All of level 3 and... Scholars initiate questions to further their understanding of the content and conversations are facilitated by Scholars.</p> <p>All Scholars respond to and build upon their peers' thinking, ideas, or answers and provide meaningful evidence to support their reasoning.</p> <p>Scholars synthesize diverse viewpoints from peers and other sources.</p>
	<p>The teacher does not use checks for understanding to adjust instruction and/or teacher feedback does not advance Scholars toward objective(s) attainment.</p> <p>Few Scholars receive feedback to monitor progress.</p>	<p>The teacher has limited techniques to accurately check for understanding and/or teacher feedback inconsistently advances Scholars toward objective(s) attainment.</p> <p>Some Scholars receive feedback to monitor progress.</p>	<p>The teacher uses frequent and varied techniques to check for understanding and adjust instruction. The teacher provides specific, timely, and instructive feedback to Scholars.</p> <p>Most Scholars receive feedback to monitor progress.</p>	<p>All of level 3 and... Scholars self-assess and suggest adjustments in the instruction to meet their needs and/or Scholars provide feedback to one another.</p> <p>All Scholars receive feedback to monitor progress.</p>
3.4 Check for understanding and provide feedback	<p>The teacher does not use checks for understanding to adjust instruction and/or teacher feedback does not advance Scholars toward objective(s) attainment.</p> <p>Few Scholars receive feedback to monitor progress.</p>	<p>The teacher has limited techniques to accurately check for understanding and/or teacher feedback inconsistently advances Scholars toward objective(s) attainment.</p> <p>Some Scholars receive feedback to monitor progress.</p>	<p>The teacher uses frequent and varied techniques to check for understanding and adjust instruction. The teacher provides specific, timely, and instructive feedback to Scholars.</p> <p>Most Scholars receive feedback to monitor progress.</p>	<p>All of level 3 and... Scholars self-assess and suggest adjustments in the instruction to meet their needs and/or Scholars provide feedback to one another.</p> <p>All Scholars receive feedback to monitor progress.</p>
	<p>The teacher does not use checks for understanding to adjust instruction and/or teacher feedback does not advance Scholars toward objective(s) attainment.</p> <p>Few Scholars receive feedback to monitor progress.</p>	<p>The teacher has limited techniques to accurately check for understanding and/or teacher feedback inconsistently advances Scholars toward objective(s) attainment.</p> <p>Some Scholars receive feedback to monitor progress.</p>	<p>The teacher uses frequent and varied techniques to check for understanding and adjust instruction. The teacher provides specific, timely, and instructive feedback to Scholars.</p> <p>Most Scholars receive feedback to monitor progress.</p>	<p>All of level 3 and... Scholars self-assess and suggest adjustments in the instruction to meet their needs and/or Scholars provide feedback to one another.</p> <p>All Scholars receive feedback to monitor progress.</p>



Domain 4: Professional Responsibilities				
Standard	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection	The teacher is resistant to feedback from supervisors and/or the teacher does not know the degree to which a lesson was effective or achieved its instructional goals.	The teacher accepts feedback from supervisors but may not use the feedback to improve practice and/or the teacher has a generally accurate impression of a lesson's effectiveness.	The teacher welcomes feedback from supervisors and uses the feedback to improve practice and the teacher makes an accurate assessment of a lesson's effectiveness, citing data to support the judgment.	All of level 3 and... The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships
4.3 Uphold and exhibit the school norms and expectations	<p>The teacher contributes to practices that put adult interests ahead of Scholars and/or the teacher inconsistently complies with school policies.</p> <p>The teacher rarely follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).</p>	<p>The teacher displays a moderate level of professionalism and ethics and/or the teacher minimally complies with school policies.</p> <p>The teacher sometimes follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).</p>	<p>The teacher displays a high level of ethics and professionalism in dealing with both colleagues and Scholars and the teacher fully supports and complies with school policies.</p> <p>The teacher mostly follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).</p>	<p>All of level 3 and... The teacher assumes a leadership role in modeling school policies and encourages others to support them.</p> <p>The teacher always follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).</p>
4.4 Develop two-way communication with families	The teacher provides minimal information to parents about individual Scholars, and/or the teacher does not respond or responds insensitively to parent concerns.	The teacher makes modest and partially successful attempts to engage families and/or the teacher responds to parent concerns in a superficial or cursory manner.	The teacher initiates communication with parents about Scholars' progress on a regular basis and responds to parent concerns in a timely and culturally respectful manner.	All of level 3 and... Scholars contribute ideas for projects that will be enhanced by family participation.



SCHOLARSHIP PREP
Creating Community Change

Teacher Evaluation and Accountability Monitoring (Special Education)

Standards
Domain 1: Data-Driven Planning and Assessment
1.1 Collaborate with Gen Ed teachers
1.2 Guide activity design using data
1.3 Craft comprehensive, data driven IEPs
1.4 Set quality instructional outcomes
Domain 2: Classroom Learning Environment
2.1 Create a culture of learning
Domain 3: Instruction
3.1 Align activities towards IEP mastery
3.2 Scholar cognition
3.3 Check for understanding and provide feedback
Domain 4: Professional Responsibilities
4.1 Engage in critical reflection
4.2 Engage in collaborative relationships with peers
4.3 Uphold and exhibit the CMO norms and expectations
4.4 Develop two-way communication with families



SCHOLARSHIP PREP

Creating Community Change

Domain 1: Data-Driven Planning and Assessment				
Standard	Level I	Level II	Level III	Level IV
1.1 Collaborate with Gen Ed teachers	The teacher rarely collaborates with Gen Ed teachers and service providers when developing and organizing framework to align curriculum, assessments, and instruction that reflects appropriate accommodations and specialized instruction from Scholars' IEPs.	The teacher inconsistently collaborates with Gen Ed teachers and service providers when developing and organizing framework to align curriculum, assessments, and instruction that reflects appropriate accommodations and specialized instruction from Scholars' IEPs.	The teacher consistently collaborates with Gen Ed teachers and service providers when developing and organizing framework to align curriculum, assessments, and instruction that reflects appropriate accommodations and specialized instruction from Scholars' IEPs.	All of level 3 and... The teacher regularly organizes and leads meetings with Gen Ed teachers to plan learning experiences for Scholars.
1.2 Guide activity design using data	The teacher does not use Scholar data sources to guide how content is organized or the proposed assessments do not measure the learning objective(s).	The teacher uses Scholar data sources to inform his/her planning for whole groups of Scholars and/or proposed assessments measure some, but not all aspects of the learning objective(s).	The teacher draws a specific connection between the Scholar data sources used and in order to meet specific Scholar needs and the proposed assessments measure all aspects of the learning objective(s).	All of level 3 and... The teacher includes specific opportunities for Scholars to use self-assessment data to guide their instructional choices and assessments have been adapted to meet individual Scholar needs.
1.3 Craft comprehensive IEPs	IEPs do not contain adequate information on which to base goals.	IEPs contain general information about student strengths, academic skills, and functional performance based on informal observations and information taken from available sources. Baseline information is included but may not be detailed enough to form a basis for goals.	IEPs contain detailed information about student strengths, academic skills, and functional performance based on assessment at the time the IEP is written. Detailed baseline information for all goals is included.	IEPs contain detailed information about student's strengths, academic skills, and functional performance that is based on continuous data collection over the past year. Baseline information for goals and additional information to form a well-rounded perspective of the student are included.
1.4 Set quality instructional outcomes	Few IEP goals are measurable and address highest priority areas of needs. <i>and/or</i> Few IEP team members' perspectives are integrated into goals.	Some IEP goals are measurable and address highest priority areas of needs. <i>and/or</i> Some IEP team members' perspectives are integrated into goals	Most IEP goals are measurable and address highest priority areas of needs. <i>and/or</i> Most IEP team members' perspectives are integrated into goals.	All IEP goals are measurable and address highest priority areas of needs. <i>and/or</i> All IEP team members' perspectives are integrated into goals.



Domain 2: Classroom Learning Environment				
Standard	Level I	Level II	Level III	Level IV
2.1 Create a culture of learning	If a student says something negative, the teacher doesn't address the issue.	If a student says something negative, the teacher stops instruction and tries to address the issue but is unsuccessful or behavior resumes in a short time.	Teacher uses planned/strategic ignoring of behaviors that are attention seeking or may not be "appropriate" but that don't interfere in respect/rapport.	Teacher is able to redirect misbehavior using a positive interaction with student.
	<i>and/or</i> Teacher rarely teaches and reinforces appropriate peer reactions if other peers misbehave.	<i>and/or</i> Teacher sometimes teaches and reinforces appropriate peer reactions if other peers misbehave.	<i>and/or</i> Teacher usually teaches and reinforces appropriate peer reactions if other peers misbehave.	<i>and/or</i> Teacher always teaches and reinforces appropriate peer reactions if other peers misbehave.

Domain 3: Instruction				
Standard	Level I	Level II	Level III	Level IV
3.1 Align activities towards IEP mastery	Some teaching and learning activities advance Scholars towards mastery of IEP goals.	Most teaching and learning activities advance Scholars towards mastery of IEP goals.	All teaching and learning activities advance Scholars towards mastery of IEP goals.	All of level 3 and... Teaching and learning activities consistently allow for Scholars to show grade level mastery of content standards.
3.2 Scholar Cognition	Scholars do very little of the cognitive work during activities (reading, writing, discussing, analyzing, or solving).	Scholars do some of the cognitive work during activities (reading, writing, discussing, analyzing, or solving).	Scholars do most of the cognitive work during activities (reading, writing, discussing, analyzing, or solving).	Scholars do all of the cognitive work during activities (reading, writing, discussing, analyzing, or solving). [as appropriate]
3.3 Check for understanding and provide feedback	The teacher does not use checks for understanding to adjust instruction and/or teacher feedback does not advance Scholars toward objective(s) attainment. <i>and/or</i> Complex classroom language is not scaffolded.	The teacher has limited techniques to accurately check for understanding and/or teacher feedback inconsistently advances Scholars toward objective(s) attainment. <i>and/or</i> Complex classroom language is scaffolded ineffectively	The teacher uses frequent and varied techniques to check for understanding and adjust instruction. The teacher provides specific, timely, and instructive feedback to Scholars. <i>and/or</i> Complex classroom language is sometimes scaffolded.	All of level 3 and... Scholars self-assess and suggest adjustments in the instruction to meet their needs and/or Scholars provide feedback to one another. <i>and/or</i> Complex classroom language is consistently scaffolded.



Domain 4: Professional Responsibilities				
Standard	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection	The teacher is resistant to feedback from supervisors and/or the teacher does not know the degree to which a lesson was effective or achieved its instructional goals.	The teacher accepts feedback from supervisors but may not use the feedback to improve practice and/or the teacher has a generally accurate impression of a lesson's effectiveness.	The teacher welcomes feedback from supervisors and uses the feedback to improve practice and the teacher makes an accurate assessment of a lesson's effectiveness, citing data to support the judgment.	All of level 3 and... The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships
4.3 Uphold and exhibit the school norms and expectations	The teacher contributes to practices that put adult interests ahead of Scholars and/or the teacher inconsistently complies with school policies. The teacher rarely follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	The teacher displays a moderate level of professionalism and ethics and/or the teacher minimally complies with school policies. The teacher sometimes follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	The teacher displays a high level of ethics and professionalism in dealing with both colleagues and Scholars and the teacher fully supports and complies with school policies. The teacher mostly follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	All of level 3 and... The teacher assumes a leadership role in modeling school policies and encourages others to support them. The teacher always follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).
4.4 Develop two-way communication with families	The teacher provides minimal information to parents about individual Scholars, and/or the teacher does not respond or responds insensitively to parent concerns.	The teacher makes modest and partially successful attempts to engage families and/or the teacher responds to parent concerns in a superficial or cursory manner.	The teacher initiates communication with parents about Scholars' progress on a regular basis and responds to parent concerns in a timely and culturally respectful manner.	All of level 3 and... Scholars contribute ideas for projects that will be enhanced by family participation.



Classified Employee Performance Summary

Standards
Domain 1: Performance of Duties
1.1 Display dependability
1.2 Make sound decisions
1.3 Exhibit adaptability
1.4 Demonstrate ownership
Domain 2: Professional Responsibilities
2.1 Engage in critical reflection
2.2 Engage in collaborative relationships with peers
2.3 Uphold and exhibit the CMO norms and expectations



Domain 1: Performance of Duties				
Standard	Level I	Level II	Level III	Level IV
1.1 Display dependability	The employee rarely completes all tasks and/or rarely produces the desired results on time.	The employee sometimes completes all tasks and/or sometimes produces the desired results on time.	The employee consistently completes all tasks and produces the desired results on time.	All of level 3 and... The employee regular exceeds expectations or deadlines.
1.2 Make Sound Decisions	The employee rarely makes logical decisions to determine the proper course of action.	The employee sometimes makes logical decisions to determine the proper course of action.	The employee consistently makes logical decisions to determine the proper course of action.	All of level 3 and... The employee takes the initiative in identifying and solving problems.
1.3 Exhibit adaptability	The employee rarely adjusts to changes in deadlines, assignments, or personnel with no difficulty. The employee rarely deals effectively with new responsibilities.	The employee sometimes adjusts to changes in deadlines, assignments, or personnel with no difficulty. The employee sometimes deals effectively with new responsibilities.	The employee consistently adjusts to changes in deadlines, assignments, or personnel with no difficulty. The employee consistently deals effectively with new responsibilities.	All of level 3 and... The employee seeks out new responsibilities.
1.4 Demonstrate ownership	The employee rarely demonstrates ownership of all job duties.	The employee sometimes demonstrates ownership of all job duties.	The employee consistently demonstrates ownership of all job duties.	All of level 3 and... The employee offers assistance to others in completion of their duties.

Domain 2: Professional Responsibilities				
Standard	Level I	Level II	Level III	Level IV
2.1 Engage in critical reflection	The employee is resistant to feedback from supervisors.	The employee accepts feedback from supervisors.	The employee welcomes feedback from supervisors and uses the feedback to improve practice.	All of level 3 and... The employee proactively seeks feedback on what has been implemented.
2.2 Engage in collaborative relationships with peers	The employee avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the community.	The employee participates in professional community activities as required, maintaining cordial relationships with colleagues.	The employee actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The employee assumes appropriate leadership roles and promoting positive and professional relationships
2.3 Uphold and exhibit the school norms and expectations	The employee contributes to practices that put adult interests ahead of Scholars and/or the employee inconsistently complies with school policies. The employee rarely follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	The employee displays a moderate level of professionalism and ethics and/or the teacher minimally complies with school policies. The employee sometimes follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	The employee displays a high level of ethics and professionalism in dealing with both colleagues and Scholars and the teacher fully supports and complies with school policies. The employee mostly follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).	All of level 3 and... The employee assumes a leadership role in modeling school policies and encourages others to support them. The employee always follows school expectations (meeting deadlines, professional attire, attendance, punctuality, etc.).



Month	Accomplishments	Challenges
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		



Scholarship Prep is committed to compensating staff for competency, experience, professional development, continuous learning, and demonstrated skill acquisition.

There are six (6) specific components to our compensation structure:

CERTIFICATED COMPENSATION

Base Pay	Health Benefits	Wellness Supplement
Professional Development	Schoolwide Achievement	Longevity Stipend

BASE PAY			
Step*	Level I	Level II	Lead
1	\$51,234		
2	\$52,771		
3	\$54,354	\$57,072	
4	\$55,985	\$58,784	\$61,723
5	\$57,664	\$60,548	\$63,575
6	\$59,394	\$62,364	\$65,482
7	\$61,176	\$64,235	\$67,447
8	\$63,011	\$66,162	\$69,470
9	\$64,902	\$68,147	\$71,554
10	\$66,849	\$70,191	\$73,701
11	\$68,854	\$72,297	\$75,912
12	\$70,920	\$74,466	\$78,189
13	\$73,047	\$76,700	\$80,535
14	\$75,239	\$79,001	\$82,951
15	\$77,496	\$81,371	\$85,439

Add \$1,000 to base pay for Masters or Doctorate degree

*Step placement is based on the following criteria: experience, campus need, qualifications, and/or performance.

LEADERSHIP LEVELS

LEVEL II	LEAD TEACHER
Staff must meet all the following criteria to be considered for Level II placement: <ul style="list-style-type: none"> At least two (2) years of exemplary evaluations Successful student academic performance (growth and mastery) as measured by CAASPP or iReady Successful leadership of at least one (1) school committee Attendance at all major school events (Back to School, Open House, Collegiate Awards) 	Staff who have at least one year of successful Level II experience may apply. Responsibilities include: <ul style="list-style-type: none"> Modeling and co-teaching lessons Partnering with administrators to develop and facilitate professional development Overseeing school-wide character education Analyzing data to develop school goals and action plans, and monitor progress throughout the year Supporting attendance and truancy programs

HEALTH BENEFITS

Medical, dental, and vision coverage	100% of full-time employee monthly premiums covered	8 weeks paid parental leave	Short term disability leave	\$25,000 employer-paid life insurance
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LONGEVITY STIPEND

WELLNESS SUPPLEMENT

Upon completing 5 years of employment with SP, and for every 5 years thereafter, employees will receive a stipend equivalent to **3% of their 5th year salary**, payable in September of their 6th year of employment.

Up to \$500 in funds will be reimbursed for athletic competitions, fitness/exercise classes, and active health club memberships. Requests must be submitted in writing to Human Resources.

PROFESSIONAL DEVELOPMENT

Staff will be able to attend virtual and in-person PD sessions in addition to school-based offerings. All trainings must be approved in advance.

SCHOOLWIDE ACHIEVEMENT

All full-time employees will be eligible for **up to \$1,500** in stipends for achieving schoolwide student performance goals and/or schoolwide recognition. Examples of school recognition include, but are not limited to: state and/or national school award(s), district/county performance ranking, and/or charter renewal.

Reach higher. Dream bigger.

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Scholarship Prep is committed to compensating staff for competency, experience, professional development, continuous learning, and demonstrated skill acquisition.

There are six (6) specific components to our compensation structure in addition to Base Pay:

CLASSIFIED COMPENSATION

Base Pay	Health Benefits	Wellness Supplement
Professional Development	Schoolwide Achievement	Longevity Stipend

BASE PAY

Range	Step 1		Step 2		Step 3		Step 4		Step 5		Step 6		Step 7		Step 8	
	Hourly	Annual														
11 (PT)	\$18.21	\$20,208	\$18.93	\$21,016	\$19.69	\$21,857	\$20.48	\$22,731	\$21.30	\$23,640	\$22.15	\$22,731	\$23.04	\$25,569	\$23.96	\$26,592
11 (FT)	\$18.21	\$26,944	\$18.93	\$28,021	\$19.69	\$29,142	\$20.48	\$30,308	\$21.30	\$31,520	\$22.15	\$30,308	\$23.04	\$34,092	\$23.96	\$35,456
12	\$20.13	\$31,082	\$20.94	\$32,325	\$21.77	\$33,618	\$22.64	\$34,963	\$23.55	\$36,361	\$24.49	\$37,816	\$25.47	\$39,329	\$26.49	\$40,902
13	\$22.26	\$40,068	\$23.15	\$41,671	\$24.08	\$43,338	\$25.04	\$45,071	\$26.04	\$46,874	\$27.08	\$48,749	\$28.17	\$50,699	\$29.29	\$52,727
14	\$25.60	\$46,078	\$26.62	\$47,921	\$27.69	\$49,838	\$28.80	\$51,832	\$29.95	\$53,905	\$31.15	\$56,061	\$32.39	\$58,304	\$33.69	\$60,636
15	\$29.44	\$52,990	\$30.62	\$55,109	\$31.84	\$57,314	\$33.11	\$59,606	\$34.44	\$61,991	\$35.82	\$64,470	\$37.25	\$67,049	\$38.74	\$69,731
16	\$33.85	\$60,938	\$35.21	\$63,376	\$36.62	\$65,911	\$38.08	\$68,547	\$39.61	\$71,289	\$41.19	\$74,141	\$42.84	\$77,106	\$44.55	\$80,191

*Step placement is based on the following criteria: experience, campus need, qualifications, and/or performance.

HEALTH BENEFITS

Medical, dental, and vision coverage for full-time employees	100% of full-time employee monthly premiums covered	8 weeks paid parental leave	Short term disability leave	\$25,000 employer-paid life insurance
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LONGEVITY STIPEND

Upon completing 5 years of employment with SP, and for every 5 years thereafter, employees will receive a stipend equivalent to **3% of their 5th year salary**, payable in September of their 6th year of employment.

WELLNESS SUPPLEMENT

Up to \$500 in funds will be reimbursed for athletic competitions, fitness/exercise classes, and active health club memberships. Requests must be submitted in writing to Human Resources.

PROFESSIONAL DEVELOPMENT

Staff will be able to attend virtual and in-person PD sessions in addition to school-based offerings. All trainings must be approved in advance.

SP will cover **up to \$1,000** for staff to earn their BA and secure a spot in a credential program through the Rivet School or other SP-approved programs.

SCHOOLWIDE ACHIEVEMENT

All employees will be eligible for **up to \$1,500** in stipends for achieving schoolwide student performance goals and/or schoolwide recognition. Examples of school recognition include, but are not limited to: state and/or national school award(s), district/county performance ranking, and/or charter renewal.

Range	Positions
11	After School Supervisor, Campus Aide, Day Porter, Instructional Aide, Lunch Supervisor, Security Guard, Special Education Aide
12	Accounting Assistant, Administrative Assistant, Digital Media Specialist, Health Technician, Meal Program Supervisor, Special Education Administrative Assistant, Student Recruiter, Transportation Aide
13	Attendance Clerk, Custodian, Electives Instructor, IT Tech, Lead Instructional Aide, Student Services Assistant, UPK Manager
14	Arts Program Manager, Athletics Program Manager, Executive Assistant, Expanded Learning Opportunities Manager, Human Resources Assistant, Lead Custodian, Lead Electives Instructor, Lead IT Tech, Office Manager, Purchasing Technician, Lead Student Recruiter, School Operations Manager
15	
16	SLP Assistant

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Scholarship Prep is committed to compensating staff for competency, experience, professional development, continuous learning, and demonstrated skill acquisition.

There are six (6) specific components to our compensation structure in addition to Base Pay:

COMPENSATION PLAN

Base Pay	Health Benefits	Wellness Supplement
Professional Development	Schoolwide Achievement	Longevity Stipend

BASE PAY

Position	Step 1		Step 2		Step 3		Step 4		Step 5		Step 6		Step 7		Step 8	
	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual
Principal	\$7,125	\$85,500	\$7,583	\$91,000	\$8,042	\$96,500	\$8,500	\$102,000	\$8,958	\$107,500	\$9,417	\$113,000	\$9,875	\$118,500	\$10,333	\$124,000
Assistant Principal	\$6,459	\$71,050	\$6,920	\$76,125	\$7,382	\$81,200	\$7,843	\$86,275	\$8,305	\$91,350	\$8,766	\$96,425	\$9,227	\$101,500	\$9,689	\$106,575
Psych/SLP	\$6,459	\$71,050	\$6,920	\$76,125	\$7,382	\$81,200	\$7,843	\$86,275	\$8,305	\$91,350	\$8,766	\$96,425	\$9,227	\$101,500	\$9,689	\$106,575

*Step placement is based on the following criteria: experience, campus need, qualifications, and/or performance.

HEALTH BENEFITS

Medical, dental, and vision coverage	100% of full-time employee monthly premiums covered	8 weeks paid parental leave	Short term disability leave	\$25,000 employer-paid life insurance
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LONGEVITY STIPEND

Upon completing 5 years of employment with SP, and for every 5 years thereafter, employees will receive a stipend equivalent to **3% of their 5th year salary**, payable in September of their 6th year of employment.

WELLNESS SUPPLEMENT

Up to \$500 in funds will be reimbursed for athletic competitions, fitness/exercise classes, and active health club memberships. Requests must be submitted in writing to Human Resources.

PROFESSIONAL DEVELOPMENT

Staff will be able to attend virtual and in-person PD sessions in addition to school-based offerings. All trainings must be approved in advance.

Staff who serve as Mentors to Induction candidates and Intern employees will receive up to **\$1,500** in stipends per candidate.

Up to \$2,500 in funds will be reimbursed for administrators to obtain and/or clear their Administrative Services Credential. The funds will be reimbursed in the following school year.

SCHOOLWIDE ACHIEVEMENT

All full-time employees will be eligible for **up to \$1,500** in stipends for achieving schoolwide student performance goals and/or schoolwide recognition. Examples of school recognition include, but are not limited to: state and/or national school award(s), district/county performance ranking, and/or charter renewal.



Observation and Feedback Handbook

At SPS we will do both observation-feedback cycles, as well as instructional walkthroughs as part of our continuous cycle of improvement for instruction and learning.

Video observation-feedback cycles will be the way in which the administrative teams provide individualized coaching to all teachers.

Walkthroughs will be conducted to collect data and analyze trends within and across campuses.

Observation-Feedback Cycles

The TEAM framework and observation-feedback cycles at SPS are used as coaching tools to improve practice. The TEAM framework and video observations are used to drive teacher goal setting and instructional coaching, and may be used to initiate, and inform improvement plans when necessary.

Teachers will get **at least** three observation-feedback cycles each semester, and will participate in three reflective goal conferences (initial, mid-year, summative).

If a coach observes concerning practices in a class, a teacher may be put on a Professional Growth Plan as a structured support to improve practice. This may happen at any point in the year, and a Professional Growth Plan conference will be held to discuss areas of concern and next steps. Additionally, teachers not making progress toward effective practice (based on the TEAM framework) after their first three observation cycles, may be put on a Professional Growth Plan. In this case, the Professional Growth Plan conferences will be held in December to discuss next steps.



Observation Calendar

Semester 1

Sept

Initial Goal Conference

- Coach observes
- Teacher reflects
- Goal conference is held
- Teacher and coach collaboratively create goals based on data and TEAM framework

Oct

Observation-Feedback

- Coach observes
- Teacher reflects
- In person huddle is held
- Teacher and coach collaborate on next steps

Nov

Observation-Feedback

- Coach observes
- Teacher reflects
- In person huddle is held
- Teacher and coach collaborate on next steps

Dec

Professional Growth Plan Conference

- Coach observes
- Teacher reflects
- In person huddle is held
- Coach discusses improvement plan

Semester 2

Jan

Mid-Year Goal Conference

- Coach observes
- Teacher reflects
- Goal conference is held
- Teacher and coach reflect on progress toward goals and next steps

Feb

Observation-Feedback

- Coach observes
- Teacher reflects
- In person huddle is held
- Teacher and coach collaborate on next steps

Mar

Observation-Feedback

- Coach observes
- Teacher reflects
- In person huddle is held
- Teacher and coach collaborate on next steps

April/
May

Summative Goal Conference

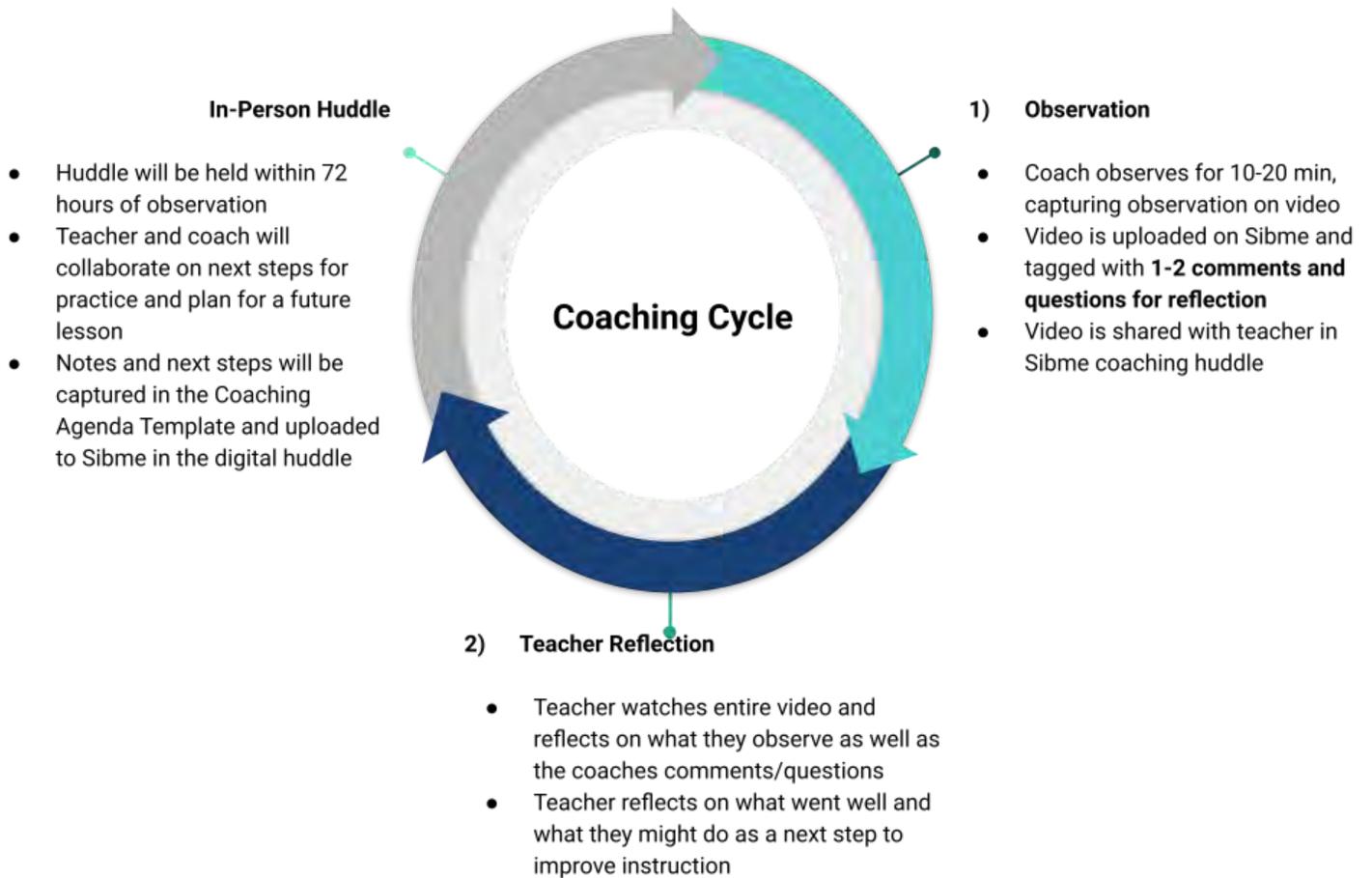
- Coach may observe
- Teacher reflects on progress toward goals
- Summative conference is held
- Teacher and coach reflect on progress toward goals and plan for next year



Observation/Coaching Cycle

Each observation cycle at SPS will include:

- A 10-20 minute recorded lesson uploaded to Sibme, an interactive, online platform that houses video observations and allows teachers and administrators to discuss best practices
- Teachers reflection prior to in person Huddle
- In person Huddle within 72 hours of observation





Recording and Sharing in Sibme

How to record and share your video in the Sibme mobile app

Record in the Mobile App

Step 1



To set up your account, click on the invitation link you received through email from your institution or log in at app.sibme.com with the username and password that was shared with you. Before you begin recording and sharing video, you'll need to download the free Sibme app from the Apple Store (iOS) or the Google Play Store (Android). You can log into the Sibme app with the same username and password you used to log in online at app.sibme.com.

Step 2



Step 3



To record a video, simply tap on the red record icon at the bottom of the screen after logging in.

Step 4



After tapping the record video icon, you will see the camera screen. From here you can set the timer to automatically stop recording after a predetermined amount of time by tapping on the clock icon at the top of the page. To start recording, simply tap the red icon.

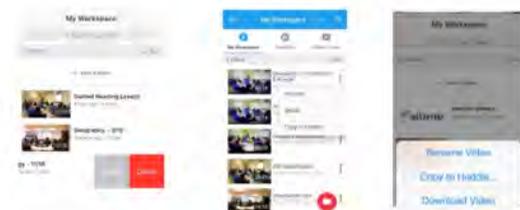
Step 5



Once you're done recording, either by tapping the red icon on the camera screen, or once the predetermined time you set before you started recording has finished, your video will be stored on "Offline Videos" and will automatically begin uploading to your private Sibme cloud Workspace. Once your video has finished uploading, you'll receive a notification in the app and an email. Tap on "Workspace" to see that your video has uploaded. You'll then be able to access the video in your Workspace on your mobile device or on the web to view, comment, and share with others.

Share and Comment

Step 6



To securely share your video, you will need to copy it from your Workspace to a Huddle. You can do that on your mobile device by swiping left (in iOS) or tapping on the three dots by the video (in Android). Next, tap on the "Copy to Huddle" selector and select the Huddle where you would like to copy your video. Your video will be viewable to those who are participating with you in the Huddle.

OR

Step 7



You can also copy a video from the "My Workspace" tab on the web version of Sibme after you've recorded in the mobile app. Log into app.sibme.com, and click on "My Workspace." You will see the video you recorded from your mobile device once it has uploaded successfully. To copy the video to a Huddle, click on the word "copy" and then select the Huddle where you would like to place a copy of your video. Your video will be viewable to those who are participating with you in the Huddle.

Once you share your video, participants in your Huddle will be able to view your video, and make time-stamped comments. You can reply to those comments in the comment feed (on the right in the image above) and make your own comments by typing in the "Add a comment" text box below the video.

After you're done reviewing your video, it's time to go back to Step 3 and record your next video!

Goal Conferences

Goal conferences will still happen in conjunction with an observation. Coaches will upload and tag/comment on the video, and teachers will use that to reflect on the lesson; however, the huddle will be geared more toward teacher goal setting/reflection. As part of the initial goal setting conference, the teacher will complete a goal setting template outlining their goals for each domain in the TEAM framework. Teachers do not need to reflect on each standard in the rubric, but may reflect on each Domain. Teachers, in their reflection, may choose one, or an area of one, standard in each domain to focus on for their goal setting. In the conference, teacher and coach will work together to outline key action steps and ways in which the coach will support.

At the mid-year goal conference, teachers will reflect on their progress towards their goals and develop next steps for semester 2.

At the summative goal conference, teachers will reflect on the year and make goals for the following year.



Goal Conference Worksheet

Using the TEAM Framework and the language from the indicators in each domain, reflect and complete the graphic organizer

	Initial Goal Conference	Mid-Year Goal Conference	Summative Goal Conference
	Teacher Reflection (Do BEFORE conference) <ul style="list-style-type: none"> Where are you right now (provide evidence/examples)? What is your goal for this year? Teacher/Coach Collaboration (Do DURING conference) <ul style="list-style-type: none"> What are key action steps toward this goal? What are ways in which your coach can support? 	Teacher Reflection (Do BEFORE conference) <ul style="list-style-type: none"> Where progress have you made toward your goal (provide evidence/examples)? What are areas you still need to make progress? Teacher/Coach Collaboration (Do DURING conference) <ul style="list-style-type: none"> What are key action steps? What are ways in which your coach can support? 	Teacher Reflection (Do BEFORE conference) <ul style="list-style-type: none"> What are your hall of fame moments this year/What are you most proud of? What progress have you made toward your goal (provide evidence/examples)? Teacher/Coach Collaboration (Do DURING conference) <ul style="list-style-type: none"> Looking ahead: What are your goals moving into next year?
Domain 1			
Domain 2			
Domain 3			
Domain 4			

Coaching Huddles

For feedback huddles, we will utilize a blended model in which teachers reflect on their video and a few reflective questions before their in person meeting, then the teacher and coach will meet together to collaborate on next steps.

The SPS feedback model is outlined below:

	Coach	Teacher
During Observation	<ul style="list-style-type: none"> Record 10-20 minutes of instruction Tag glows, grows, and need-to-knows <ul style="list-style-type: none"> Tag 1-2 high leverage questions/comments for teacher reflection 	<ul style="list-style-type: none"> Deliver instruction
Before In Person Huddle	<ul style="list-style-type: none"> Share video with comments with teacher through Coaching Huddle in Sibme Read all teacher comments/reflections in Sibme Prepare for debrief <ul style="list-style-type: none"> Strategic questioning (if teachers are off base with reflection) Additional resources (if applicable) 	<ul style="list-style-type: none"> View entire video Reflect and comment on video in the Sibme digital Huddle Respond to growth areas (tagged by coach) and outline next steps in relation to growth area
During In Person Huddle	Coaching Debrief: <ul style="list-style-type: none"> Precise praise Help teacher identify a concrete action step <ul style="list-style-type: none"> Should build off teacher reflection- if they are on point, move forward, if they 	Collaboratively.... <ul style="list-style-type: none"> Identify a concrete action step <ul style="list-style-type: none"> This work began as part of pre-huddle reflection by teacher Discuss how this action step would have looked in the lesson observed



	<p>are off base, use guiding questions to explore other options</p> <ul style="list-style-type: none"> • Collaboratively discuss how this action step would have looked in the lesson observed <ul style="list-style-type: none"> ○ Bring aligned resources when applicable • Support teacher to design or revise an upcoming lesson with the action step • Determine the time by which the action step will be accomplished and agree on accountability measure (will teacher reflect in Sibme after implementation? Will coach come see implementation? Will teacher share student work via Sibme? Etc.) 	<ul style="list-style-type: none"> • Design or revise an upcoming lesson with the action step • Determine the time by which the action step will be accomplished and agree on accountability measure (will teacher reflect in Sibme after implementation? Will coach come see implementation? Will teacher share student work via Sibme? Etc.)
--	---	--

The [Coaching Agenda Template](#) helps to support the feedback model, and notes from coaching sessions will be housed there.

Instructional Coaching: TEACHER NAME	
Observation: XX.XX.2022 Debrief: XX.XX.2022	
Community	
Check In- Where are you today?	
Celebrations	What from the lesson went really well? What are you proud of?
Collaboration	
Previous Action Items	What is the progress or update on what we have been working on as part of coaching?
Reflection	After reviewing your lesson, what stood out to you? What might you adjust in the future? Why?
Planning	What is a concrete action step you will take? How can we implement that in an upcoming lesson?
Resources	What additional resources do you need to support in your next steps?
Commitment	
Next Steps	When will you implement the next steps discussed? How will we best follow up: <ul style="list-style-type: none"> • Additional observation? • Submit student data? • Other?



Growth Plans

If a coach observes concerning practices in a class, a teacher may be put on a Professional Growth Plan as a structured support to improve practice. Additionally, teachers not making progress toward effective practice (based on the TEAM framework) after their first three observation cycles, may be placed on a Professional Growth Plan.

Teacher Professional Growth Plan

Teacher Name:		School:	
Evaluator Name:		Date:	
Step 1 - Needs Assessment and Goal Selection			
A. Professional Growth Focus Indicator Work with your administrator to identify <i>up to three interrelated</i> indicators from the TEAM that you would like to focus on in your growth plan.			
B. Rationale What will your students be able to do as a result of your professional growth that they are not now able to do?			
Step 2 - New Learning			
Based on your rationale, what new skills and knowledge (grounded in research) will you need to build your capacity in this area? Be Specific.			
Step 3 - Professional Growth Action Plan			



What specific growth activities will you engage in to obtain the identified new learning?

Activities	Target date	Resources/Support to be provided

Step 4 - Evidence Proposed

What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?

Step 5 – Evidence Presented Upon Completion

Briefly describe the actual evidence of impact on student learning.

Step 6 - Reflection/Implications

Focus Question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

Completion of Plan



Evaluator's Signature: _____ Employee's Signature: _____

Evaluator's Name (printed or typed): _____ Employee's Name (printed or typed): _____

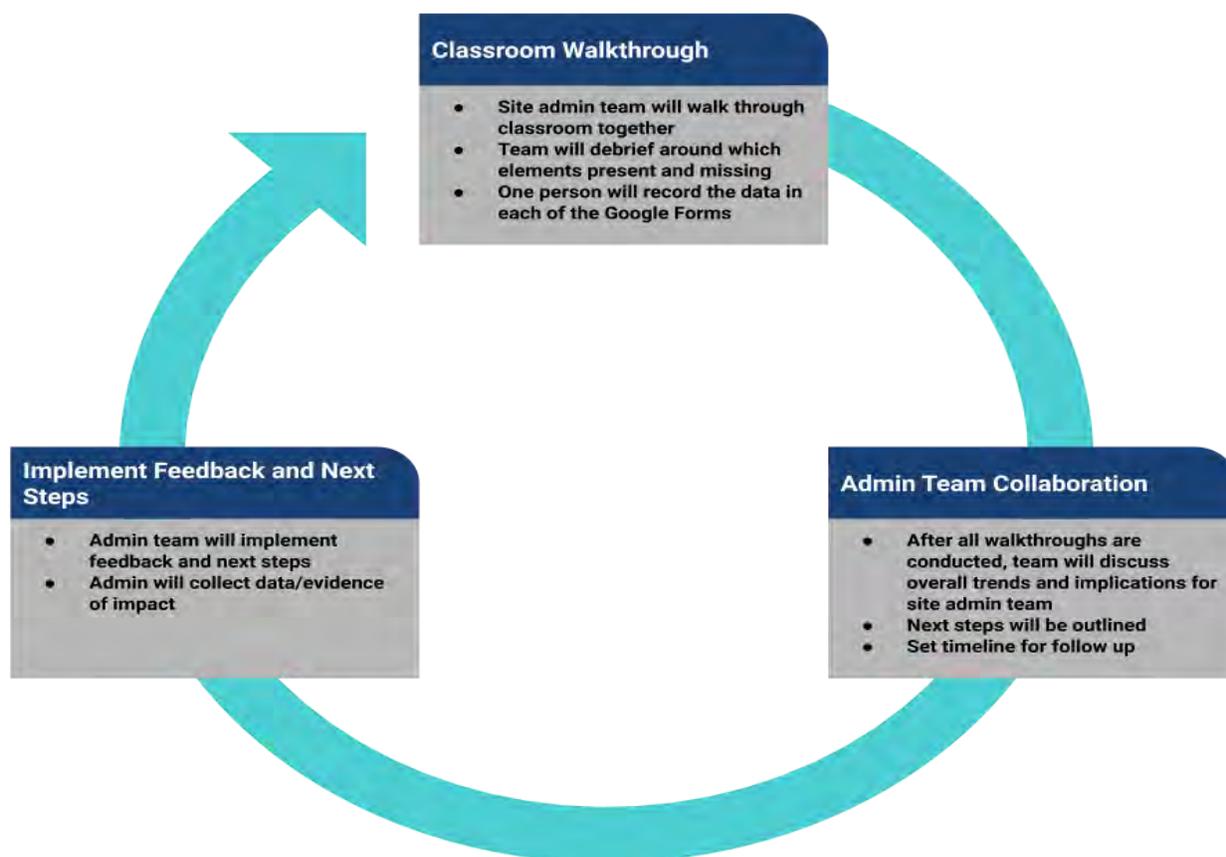
Evaluator's Title _____

Distribution: Original to HR (for employee central file); **Copy to Employee**

Instructional Walkthroughs

Walkthroughs will be conducted by the site admin team with the home office academic team once a month. During these walkthroughs, data will be collected in alignment with the TEAM framework and on organization-wide priorities and initiatives. Data will be used to analyze trends within and across campuses.

After each walkthrough, admin team will discuss trends and next steps for the site.



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SECTION 1 - WELCOME

Welcome! As an employee of SCHOLARSHIP PREP (“SP”), you are an important member of a team effort. We hope that you will find your position with SP rewarding, challenging, and productive. Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of SP.

If the terms contained in a specific employment agreement conflict with the policies and procedures contained in this Handbook, the employee shall adhere to his or her employment agreement. This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No SP guideline, practice, manual or rule may alter the “at-will” status of your relationship with SP.

In order to retain necessary flexibility in the administration of its policies, procedures, and benefits, SP reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever SP determines that such action is warranted. For these reasons, we urge you to check with the Human Resource Director to obtain current information regarding the status of any particular policy, procedure, or practice.

We welcome you and wish you great success and fulfillment at SCHOLARSHIP PREP.

SECTION 2 - GENERAL

Right to Revise

SP reserves the right to revise, suspend, revoke, terminate, modify, delete, supersede or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document at any time, except for the policy of at-will employment. However, any such changes must be in writing and must be approved by the Board of SP.

Any written changes to this handbook will be available to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

No SP guideline, practice, manual or rule may alter the “at-will” status of your relationship with SP.

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

We are committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

VISION STATEMENT

We will create school communities where scholarship is standard, equity is essential, and partnerships are power.

ACADEMIC PHILOSOPHY

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students will understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will be effectively positioned to--one day--receive a college scholarship, earn a degree, and give back to their community.

By establishing strong bastions of education in the communities we serve, not only can a sustainable model flourish, a strong workforce can prosper. As generations receive top-notch educations, local businesses receive the benefit of employees with greater capacity for success. When the generations amongst the workforce become highly educated, their median income increases. This potentially sustainable model serves to greatly benefit the most disadvantaged communities.

SECTION 4 - EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of the information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or if the person has been hired, termination of employment

At-Will Employment Status

SP personnel are employed on an at-will basis unless the employee has a written employment agreement approved by the Board of SP and signed by both parties, or their designees, which specifically changes the employee's at-will status. Employment at-will may be terminated with or without cause and with or without advance notice at any time by the employee or the School. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at will, with or without cause, and with or without notice at any time. Nothing in this handbook or in any document shall limit the right to terminate at-will employment or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Neither the Executive Director nor any other employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the Board of SP has the authority to make any such agreement, which is binding only if it is in writing and signed by both parties to the agreement.

Equal Employment Opportunity

Scholarship Prep is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, SP will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee with a disability unless undue hardship would result to SP. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources, Supervisor or their Principal and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. SP then will analyze the situation and engage in an interactive process with the individual and will respond to the individual's request.

Although the need for accommodations is determined on a case-by-case basis, generally Scholarship Prep and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with Scholarship Prep in this process, which may include authorizing Scholarship Prep to communicate with their health care provider(s).

If you believe you have been subjected to any form of discrimination, please follow the Complaint procedure set forth below.

Harassment, Discrimination and Retaliation Prevention Policy

It is the policy of Scholarship Prep to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, (including HIV and AIDS), mental disability, medical condition, (including cancer and genetic characteristics) genetic information, age, (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health) military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Scholarship Prep prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

1 What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above-protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- o Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
- o Disrespectful or unprofessional conduct based on any of the protected categories listed above (“hostile work environment” harassment).
- o Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- o Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- o Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- o Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- o Sexually harassing conduct does not need to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

2 What is abusive conduct/workplace bullying?

Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:

- o Use of derogatory remarks, insults and/or epithets
- o Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating.
- o Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

Harassment Prevention

SP’s policy prohibiting harassment applies to all persons involved in the operation of SP. SP prohibits harassment by any employee of SP, including supervisors, managers, and co-workers.

SP's anti-harassment policy also applies to vendors, customers, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract, and other persons with whom you come into contact while working.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by sexual desire.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

Non-Discrimination

SP is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in school operations. SP prohibits unlawful discrimination against any job applicant, employee, or unpaid intern by any employee of SP, including supervisors and coworkers.

Anti-Retaliation

SP will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees, or co-workers.

Complaint Process

If you believe you have been subjected to unlawful harassment, discrimination, or retaliation please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

If you believe that you have been subjected to unlawful harassment, discrimination, or retaliation, bring your complaint to any SP administrator, the Executive Director, or Chief Compliance Officer. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Executive Director or other upper-level administrators, as appropriate.

Your complaint should be specific and should include details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory. Administrators will refer all harassment complaints

to the Executive Director or designated investigative personnel. SP will promptly undertake an effective, thorough, and objective investigation of the allegations. During the investigation, SP will provide regular progress updates, as appropriate, to those directly involved. This investigation will be completed, and a determination regarding the conduct alleged will be made and communicated to you as soon as practicable. SP will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter. Because of the seriousness of a complaint of prohibited discrimination, harassment, or retaliation, any employee who makes or knowingly participates in a false complaint will be subject to disciplinary action, up to and including termination.

All employees are required to fully cooperate with Scholarship Prep's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

If the Executive Director (or assigned designee) determines that unlawful conduct or a violation of SP policy has occurred, SP will take remedial action commensurate with the severity of the offense, up to and including termination. Action will also be taken to deter any future violations of SP policy and ensure a work environment free from unlawful discrimination, harassment, and retaliation. SP will not retaliate against you for filing a complaint and will not knowingly permit retaliation by anyone.

SP encourages all employees to report any incidents of harassment **immediately** so that complaints can be quickly and fairly resolved. If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirement

SP requires all employees to abide by California's training requirements, which includes training within 60 days of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about SP, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to the Executive Director or the Chief Compliance Officer, preferably in writing, who will address your concerns.

LACTATION ACCOMMODATION POLICY

SP provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child. Scholarship Prep will make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space.

The lactation space will:

- Not be a restroom;
- Be safe, clean, and free of toxic or hazardous materials;
- Contain a place to sit, a surface to place a breast pump and personal items;
- Have access to electricity;
- Have access to a sink with running water and a refrigerator in close proximity to the employee's work area; and
- Potentially be a multi-purpose room if they satisfy the requirements for space; however, use of the room for lactation takes priority over other uses.

LACTATION ACCOMMODATION REQUESTS

Breastfeeding employees who wish to express milk during working hours must submit a completed and signed [Lactation Accommodation Request Form](#) to their supervisor or Human Resources at least five (5) business days in advance before the start of the request. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations. Any additional breaks needed to express milk beyond the employee's regular breaks/lunch breaks must be indicated on the form.

The department supervisor or Human Resources must respond to the employee's accommodation request in writing on the same lactation accommodation request form submitted by the employee indicating the approval or denial of the break request. The completed request form must be returned to the employee and a copy sent to the human resources department.

The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees must clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid. The company reserves the right to deny, in writing, an employee's request for a lactation break if the additional break time will seriously disrupt operations. Employees have the right to file a complaint with the labor commissioner for any violation of the rights provided under Chapter 3.8 of the California Labor Code regarding lactation accommodations.

SECTION 5 - THE EMPLOYMENT PROCESS

Full-Time Employees

Regular full-time employees are those who are regularly scheduled for and regularly works 40 hours per week. Generally, regular full-time employees are eligible for most employee benefits described in this handbook subject to the policies, procedures and eligibility requirements of SP's insurance providers and retirement systems. Thus, there may be an instance in which a full-time employee is eligible for some but not all of these benefits.

Part-Time Employees

Part-time employees are those who are regularly scheduled for and regularly works fewer than 40 hours per week. Generally, part-time employees are not eligible for School benefits, except those required by law. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a part-time employee is eligible for one or more of these benefits. Classified regular part-time employees, which means part-time employees who are regularly scheduled and paid on a regular payment plan, not employees paid via a timesheet.,

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or fewer; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Human Resources

Certificated and Classified Employees

For purposes of this handbook, certificated employees are designated pursuant to the rules of the California Commission on Teacher Credentialing and/or applicable law. All other employees are designated as classified employees.

Job Duties

SP administration will explain your job responsibilities and the performance standards expected of you at the time of your hiring. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of SP. Your cooperation and assistance in performing such additional work is expected.

SP reserves the right, at any time, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

Requirements for Employment

Prior to your first day of employment at SP, you will be required to provide all necessary

clearances to work for a public charter school in California, including but not limited to state and federal LiveScan fingerprint and tuberculosis clearances in accordance with applicable legal requirements.

Punctuality and Attendance

As an employee of SP, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and administration. When you are absent, your assigned work must be performed by others.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized SP business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. If a supervisor or Office Manager is unavailable contact HR, by at least 6:00 a.m. on the day you are scheduled to work, and preferably no later than 8:00 p.m. the night before you are scheduled to work. If you call after 6:00 a.m. and do not arrive in time for your assigned shift, you will be considered tardy for that day. Employees also must inform the administration of the expected duration of any absence. Except as otherwise provided by law, excessive absenteeism or tardiness, whether excused or not, will not be permitted. SP defines excessive absenteeism as more than five (5) days absence in a one (1) month period.

Except as otherwise provided by law, if you fail to report for work without any notification to your Supervisor, Office Manager, or HR, and your absence continues for a period of three (3) days, SP will consider that you have voluntarily abandoned or quit your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

Make-up Time

SP may, in its sole discretion, allow the use of makeup time when non-exempt employees need and voluntarily request time off to attend to personal obligations. When approved by SP, employees may take time off and then make up the time in the same workweek in which the time was lost. Such makeup time will be paid at the employee's regular rate of pay. Makeup time may not exceed 11 hours in one workday or 40 hours in one workweek.

Makeup time requests must be submitted in writing to the employee's supervisor, with the employee's signature, before the extra hours are worked. Requests will be considered for approval based on the business needs of SP at the time the request is submitted. A separate written request is required for each occasion that the employee requests makeup time. Missed work time may only be made up if a legitimate need for the extra hours exists. An employee's use of makeup time is completely voluntary. SP does not encourage, discourage, or solicit the use of the makeup time.

Meal and Rest Periods

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from Human Resources or their Supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from Human Resources or their Supervisor and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor or HR immediately. The meal period must be accurately recorded on the employee's PAYCHEX timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Daily Meal Period Reporting Form

Any employee who misses a meal or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a Meal Exception Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to his or her supervisor on the same workday that he or she experienced the non-compliant meal or rest period. Supervisors are responsible for ensuring that Human Resources receives these forms no later than the end of the workday following the workday on which the reportable issue occurred.

If an employee voluntarily chooses to miss a meal or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by the School), the employee is not entitled to premium pay (one additional hour at the employee's regular rate of compensation or straight time). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Meal Exception Form.

Responsibilities

Non-exempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or Human Resources.

Discipline

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Overtime for Non-Exempt Employees

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. SP will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by an administrator. For purposes of calculating overtime, a workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01 a.m. and end the following Sunday at 12:00 a.m. (midnight). SP provides compensation

for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one and one-half times the employee's regular rate of pay; and, compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Pay for Mandatory Meetings/Training

SP will pay non-exempt employees for their attendance at mandatory meetings, lectures, and training programs. Non-exempt employees will be paid at their appropriate rate of pay (i.e., regular or overtime) in accordance with applicable laws.

Payment of Wages

Paychecks are available by the end of the business day on the 10th and the 25th of each month at the School's office. The Office Manager or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day. A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdrawals dated prior to your actual payday and you should not depend on early deposits of your pay.

Timesheet (non-exempt) employees are paid bi-monthly based on the timesheets submitted for the pay period. Employees are required to report any overpayment of wages to the Human Resources. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

Payroll Withholdings

Scholarship Prep is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS for classified staff) and State Disability Insurance from each employee's paycheck. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, SP must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason.

Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions SP will work in good faith to resolve errors as soon as possible. The employee should notify HR of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask HR to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 or DE4 form and submitting it to HR.

Advances

SP does not permit advances against paychecks.

Timekeeping Requirements

Non-exempt employees must accurately complete time records within the PAYCHEX timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your approval. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

Work Schedules

SP is normally open for business between the hours of 7:30 am a.m. and 4:30 p.m. Monday through Friday. Exchanging work schedules with other employees is discouraged. However, if you need to exchange schedules, notify an administrator, who may authorize an exchange if possible. Work schedule exchanges will not be approved for the mere convenience of an employee or if the exchange interferes with normal operations or results in excessive overtime.

In order to accommodate the needs of our school, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with your supervisor. All schedule changes or modifications must be approved by your supervisor.

Scholarship Prep reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not

allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Recognized Religious Holidays

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use vacation time if the employee has unused vacation available, otherwise the religious holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

SECTION 6 - CONDITIONS OF EMPLOYMENT

Immigration Compliance

SP is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he or she begins work. Accordingly, all new hires must go through this procedure.

Certification and Licensure

Certificated staff are required to provide prior to employment, and continue to hold at all times during employment, a current California Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold unless the staff member is teaching non-core, non-college preparatory classes as determined by SP pursuant to the terms of its Charter and applicable law.

Tuberculosis Test

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay in your ability to begin work or termination.

The results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with SP in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). All fingerprint and background information must be completed and the results in the possession of SP before the first day of employment. Failure to complete this process will delay the employee's ability to begin work. Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with SP.

SP shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

SP will provide Live Scan location information and fees for Live Scan will be paid by SP. For additional information on background checks, please contact Human Resources.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to Human Resources and the Executive Director. Reporting such incidents to Human Resources and the Executive Director does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

Investigating

The Executive Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Executive Director shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such a report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Personnel Records

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Whom to inform in case of an emergency, including names and home and work telephone numbers and addresses.

Withholding tax information (your marital status and the correct number of dependents).

- Completion of education.
- Change of beneficiary on group life insurance.

Changes in Employment

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 - PERFORMANCE

Performance Evaluations

Each employee will receive periodic performance reviews. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of SP and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your evaluator, and that you are aware of its contents.

SP' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit SP's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Failure by SP to evaluate the employee will not prevent SP from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and SP. Accordingly, either the employee or SP can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

SECTION 8 - LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must contact Human Resources to request the leave as soon as practicable. Failure to comply with this requirement may result in a delay of the start of the leave.

Leave may be taken for one or more of the following reasons:

- The birth of the employee's child, or placement of a child with the employee for adoption or foster care so long as the leave is completed within 12 months of the birth placement of the child;
- To care for the employee's spouse, registered domestic partner, child, or parent who has a "serious health condition";
- for CFRA only, the care of the employee's "family member with a "serious health condition"
- For the employee's "serious health condition" of the employee;
- For FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, registered domestic partner (CFRA only) child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A “serious health condition” is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member’s health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

Sick Leave Accrual

Employees on FMLA leave will not continue to accrue sick leave during unpaid FMLA leave.

Carryover

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12 workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Intermittent Leave

Employees may take FMLA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee's child, parent, or spouse, or of the employee, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition.

Pregnancy Disability Leave

SP provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability-related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to SP. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

SP will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, SP may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and SP may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, and sick leave will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy

disability leave is requested to provide SP with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated. If you have any questions regarding pregnancy disability leave, please contact the Director of Human Resources.

Military Spouse Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to the Executive Director within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Human Resource Director will reach out to employees that have requested a workers' compensation leave regarding employer-provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

Bereavement Leave

SP grants protected bereavement leave of absence to employees in the event of the death of the employee's current spouse, registered domestic partner, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. Employee must be employed for at least 30 days prior to starting leave and

leave must be completed within 3 months of a family members death. An employee with such a death in the family may take up to five (5) consecutive scheduled workdays off with pay with the approval of SP. The Executive Director or Supervisor may approve additional time off, with or without pay, at his or her sole discretion. SP may request documentation (i.e., copy of the death certificate, published obituary, burial/memorial service from mortuary or funeral home) to certify the need for such leave. If requested employee must provide documentation within 30 days from employers request.

Jury Duty and Witness Leave

SP encourages employees to serve on jury duty when called. Time off with pay for jury duty for non-exempt employees is up to three full days. Exempt employees will receive a full salary unless they perform no work during the days served for jury duty. You should notify Human Resources of the need for time off for jury duty as soon as a notice or summons from the court is received. You will be requested to provide written verification from the court clerk of the performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her administrator at least two (2) days' notice. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule. Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

School Activities

Employees are encouraged to participate in the school activities of their child(ren). The absence is subject to all of the following conditions:

- Parents, guardians, grandparents, stepparents, foster parents and persons standing in loco parentis to a one or more children in kindergarten or grades 1 through 12 or attending a licensed child care facility may take time off for a school activity, to find, enroll or re-enroll his or her child;
- The time off can also be used to address a "child care provider or school emergency." A "school emergency" may be due to the following: (i) the school or child care provider has requested that the child be picked up, or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires the child to be picked up from the school or child care provider; (ii) behavioral or discipline problems; (iii) closure or unexpected unavailability of the school or child care provider, excluding planned holidays; or (iv) a natural disaster, including, but not limited to, fire, earthquake or flood.
- The time off for school activity participation cannot exceed eight (8) hours in any calendar month or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their Supervisor;

- If both parents are employed by SP, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their Supervisor);
- Employees who do not have paid time off available will take the time off without pay; and
- Employees must provide the Director of Human Resources with documentation from the school or licensed daycare facility verifying that the employee participated in a school activity on the day of the absence for that purpose.

Suspension

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert the site administration as soon as possible before leaving work. In accordance with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

Victims of Crime Leave

An employee who is a victim or who is the family member or registered domestic partner of a victim of a violent or serious felony may take time off from work under the following circumstances:

- The crime must be a violent or serious felony as defined by law, or a victim of a felony provision of law proscribing theft or embezzlement; and
- You must be the victim of a crime, or you must be an immediate family member of a victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.

An immediate family member is defined as: a spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, and stepfather. A registered domestic partner means a domestic partner who is registered in accordance with California state law.

The absence from work must be in order to attend judicial proceedings related to a crime listed above.

Before you are absent for such a reason, you must provide documentation of the scheduled proceeding. Such notice is typically given to the victim of the crime by a court or government agency setting the hearing, a district attorney or prosecuting attorney's office or a victim/witness office. If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings will be unpaid, unless you choose to take paid time off, such as sick leave.

Domestic Violence/Sexual Assault/Stalking Crime or Abuse Leave

Employees who are victims of domestic violence, sexual assault and/or stalking you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All

employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA allows.

For purposes of this section, a "victim" includes any of the following: (A) a victim of stalking, domestic violence, or sexual assault; (B) a victim of a crime that caused physical injury or that caused mental injury and a threat of physical injury; and (C) a person whose immediate family member is deceased as the direct result of a crime. The term "crime" is defined to mean a crime or public offense as set forth in Section 13951 of the California Government Code.

You should provide SP reasonable advance notice unless advance notice is not feasible, and provide certification that you are seeking such assistance of your need to take leave under this policy.

Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence, sexual assault or stalking;
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault or stalking, or other evidence from the court or prosecuting attorney that the employee appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking.
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under Labor Code Section 230.1

Employees have the right to ask SP for help or changes in their workplace to make sure they are safe at work. SP will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. SP may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

SP will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave or accommodation under this provision. SP will not treat employees differently or retaliate against them for any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked SP for help or changes in the workplace to ensure safety at work

Right to File a Complaint

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee if needed.

Military Leave

All employees who leave SP for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law. You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or sick leave or receive holiday pay during military leave. Employees who require leave under this policy may contact the Director of Human Resources for more information.

Adult Literacy Leave

Pursuant to California law, SP will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on SP. SP does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

Organ/Bone Marrow Donation Leave

Pursuant to California law, SP will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; SP will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. SP requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued PSL or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide SP with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, SP will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give SP as much notice as possible of the intended dates upon which the leave would begin and end.

Alcohol and Drug Rehabilitation Leave

Pursuant to California law, SP will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on SP. SP does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued leave if you want compensation for this time off. If you do not have accrued vacation

available, you will be permitted to take the time off without pay.

This Policy in no way restricts SP's right to discipline an employee, up to and including termination of employment, for violation of SP's Drug and Alcohol Abuse Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

Civil Air Patrol Leave

Pursuant to California law, SP will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give SP as much notice as possible of the intended dates upon which the leave would begin and end. SP will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation, if available.

Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation leave if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other administrator, as appropriate.

Discretionary Unpaid Leaves of Absence

SP may grant leaves of absence to employees in certain circumstances. Request any leave in

writing as far in advance as possible, keep in touch with the Director of Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting the Director of Human Resources, SP will assume that you do not plan to return and that you have terminated your employment.

SECTION 9 - BENEFITS

Vacation

Part-time employees and temporary employees are not eligible for paid vacation. All other regular full-time employees (as defined in this handbook) will be eligible for vacation starting on the first day of employment. Eligible employees may be entitled to receive up to four (4) days of vacation each year (or 32 hours) on the first day of the school year. For any employee that begins work after the start of the school year, the employee will receive a prorated amount of vacation that will be proportional to the amount of time remaining in the school year. Vacation entitlement of any eligible employee may also be prorated for those employees that work less than a full school year. Vacation will not be earned during any unpaid leave of absence. Vacation will continue to accrue and will roll over from year to year, subject to a maximum amount of six (6) days (or 48 hours). Once the employee's vacation time reaches the maximum amount, further allotment of vacation time is suspended until the employee has reduced the vacation time balance below this limit. Thus, by way of example, an employee who has four days (or 32 hours) of vacation remaining at the end of a school year will be permitted to roll it over to the following school year. However, the employee will be allotted 2 days (or 16 hours) of vacation at the beginning of the school year (as opposed to 4 days) because the employee will have reached the maximum allotment.

For both exempt and non-exempt employees, vacation time may be taken in minimum increments of one hour. If an exempt employee absents himself or herself from work for part or all of the workday, he or she may be required to use available unused vacation to make up for the partial day absence.

All employees must have supervisory approval before taking vacation, which must be requested in PAYCHEX in advance of the beginning of the anticipated vacation period. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although SP will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and the School reserves the right to deny a vacation request based on the operational needs of the School. The School reserves the right to schedule vacation time for employees or to compensate employees for available, unused vacation time at any time in its sole discretion.

Employees who terminate their employment for any reason will be paid for any available but unused vacation time in accordance with this policy. Vacation time is paid at the employee's final rate of pay at the time of the employee's separation.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult the Human Resources Director with questions regarding this policy.

Paid Sick Leave

SP enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees. An employee can use PSL for the diagnosis, care, or treatment of an existing health condition, or preventive care, for themselves or a "family member." For example, an employee could take PSL for a cold or other sickness, for a sick child, or for an annual physical or other preventive care, like a flu shot.

A family member under the Act is a:

- Child
 - o Child is defined as a "biological, adopted, or foster child, stepchild, legal ward,

or a child to whom the employee stands in loco parentis.” The definition of child applies regardless of the child's age or dependency status.

- Parent (or parent-in-law)
 - o Parent is defined as a “biological, adoptive or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child.”
- Spouse or registered domestic partner
- Grandparent
- Grandchild
- Sibling
- *designated person

*The designated person is any individual related by blood or whose association with the employee is equivalent of a family relationship. Employee may identify this individual at time employee requests leave. An employee is authorized to one designated person per 12-month period.

PSL may also be used for an employee who is a victim of domestic violence, sexual assault or stalking.

An employee can use the full amount of the paid sick days for a qualifying family member.

SP offers paid sick leave to all eligible employees. Pursuant to California law, eligible employees (including part-time and temporary) are those employees who work for 30 or more days for SP within a year of commencing work for SP.

Parameters

No employee is eligible to use PSL until the 90th day of employment at SP.

PSL will be provided upon an employee's oral or written request. If the need for PSL is foreseeable, the employee must provide reasonable advance notice. If the need for PSL is not foreseeable, the employee must provide notice as soon as practicable. All employees may determine when and how much PSL he/she needs to use. All employees, however, must take a minimum of two hours or PSL when requested.

Allotment

SP provides a lump sum of six (6) PSL days (or 48 hours) at the start of each school year (on July 1). For employees hired after the start of the school year, SP provides PSL on a prorated basis, but no less than three (3) days (or 24 hours). Employees may use PSL, pursuant to the limitations stated herein or as established by law.

No Cap On Accrual/Use Limitation

There is no cap on the accrual of PSL. However, employees may use no more than six (6) PSL days in a school year.

No Payout on Termination or Voluntary Separation or Resignation

Accrued but unused PSL will not be paid out upon an employee's termination or voluntary separation or resignation from SP.

PSL Donations

Employees may voluntarily donate accrued PSL to other employees during times of

hardship or need. Any employee desiring to donate accrued PSL to another employee must contact their supervisor to arrange the donation.

The School prohibits discrimination or retaliation against employees for using their PSL.

Required Use of Paid Sick Leave Before Unpaid Leave

If an employees' FMLA/CFRA leave is unpaid, the employee is required to use any accrued vacation or sick leave during the leave. However, if an employee receives pay under a disability benefit such as State Disability Insurance or Paid Family Leave, the employee is not required to use accrued vacation or sick leave during the leave, but may choose to do so.

Unpaid Leave of Absence (Medical)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, SP will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to SP. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Employees will be required to use any accrued PSL during any unpaid portion of this leave. Benefit accrual, such as paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Insurance Benefits

SP provides a comprehensive healthcare insurance plan for eligible employees and their dependents. Only regular full-time employees are eligible. The annual employer contribution is determined by the Board of SP. The employee is responsible for any premium amounts in excess of the employer's contribution. In the event of an increase in healthcare insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about healthcare insurance coverage are available in a separate publication distributed by Human Resources.

SP does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence unless the leave qualifies as state and/or federal Family and Medical Leave, Pregnancy Disability Leave and/or as otherwise required by law. You may, however, self-pay the premiums during periods of unpaid leave not qualifying as state and/or federal Family and Medical Leave under the provisions of COBRA of 1985. The Director of Human Resources can give you additional information.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under SP health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at SP group rates plus an administration fee. SP or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under SP's health insurance plan. The notice contains important information about the employee's rights and obligations.

Disability Insurance

Each employee contributes through payroll tax to California's state disability insurance programs. Disability insurance is administered by the Employment Development Department. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at SP. An additional tax funds the state's Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from the coordinator.

Unemployment Compensation

SP contributes each year to the California Unemployment Insurance School Employees' fund on behalf of its employees. Employees who have a reasonable assurance of employment for the next school year do not qualify for unemployment benefits for the summer months between school years.

Social Security/Retirement Plan

Employees will participate in STRS, PERS, and/or Social Security depending upon the employee's eligibility. SP pays a matching contribution to each employee's Social Security taxes, provided the employee is not a member of the California State Teachers' Retirement System (STRS) or the California Public Employees' Retirement System (PERS). SP participates in STRS for eligible certificated employees and PERS for eligible classified employees. For STRS members, the School only pays a matching contribution for Medicare taxes as these employee earnings are exempt from Social Security due to participation in STRS.

For information regarding eligibility, contributions, benefits, and tax status, contact the Director of Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). In addition, employees may take time off to participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child or parent in the Armed Forces of the United States. The PFL program does not provide job protection or reinstatement rights. It is a wage

supplement provided concurrently while an employee takes an eligible leave of absence under Scholarship Prep policy and applicable law.

SP will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program. The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

Workers' Compensation

At no cost to you, you are protected by SP' workers' compensation insurance policy while employed by SP. This policy covers you in case of occupational injury or illness. Employees are required to report all injuries, even if the injury is not considered significant, to their supervisor or the Human Resources Director immediately pursuant to the Health and Safety Policy.

Employees have the option of pre-designating their personal physician as their treating physician in the event of a work-related injury/illness. This designation must occur prior to a work-related injury/illness, and your physician must agree to be pre-designated. **Employees bear the responsibility of keeping their physician pre-designation current.**

SECTION 10 - EMPLOYEE COMMUNICATIONS

Employment of Relatives

Relatives of employees may be eligible for employment with SP only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. SP defines “relatives” as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Present employees who marry or become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest. Please reference the Nepotism Policy attached to this handbook, *Article A*.

Solicitation and Distribution of Literature

In order to ensure the efficient operation of SP’s business and to prevent disruption to employees, we have established control of solicitations and distribution of literature on SP’s property. SP has enacted rules, see below, applicable to all employees governing solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply strictly with these rules. Any employee who is in doubt concerning the application of these rules should consult with an administrator.

Rules Governing Solicitation, Distribution of Written Material and Entry on Premises and Work Area

No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom such activity is directed. As used in this policy, working time excludes meal and break periods.

No employee shall distribute or circulate any written or printed material in work areas at any time, or during his or her working time or during the working time of the employee or employees at whom such activity is directed. As used in this policy, work areas exclude designated break rooms. Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on SP property.

Social Media

In light of the explosive growth and popularity of social media technology in today’s society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School email address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites; or (7) create or use a School-affiliated social media account.

For the purposes of this policy, the phrase “social media” refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and Instagram, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including

computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consent is obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Administration.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Administration.
- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors,

customers, suppliers, people working on behalf of the School, or competitors.

- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by the School. Employees are only permitted to communicate and connect with students’ parents or guardians regarding School-related matters on social media that is owned and operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to Administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School owns, operates, and controls all School-affiliated social media accounts. The School has final approval over all content and reserves the right to close the social media account at any time, with or without notice. Any unlawful, inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by the School in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create School social media from the administrator.
- Contact the IT Department to set up social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that the School’s various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees’ use of these electronic

communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Computer Usage and Privacy

SP' electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks. They must be kept clean and are to be used only for work-related purposes.

SP may periodically need to assign and/or change "passwords" and personal codes for all SP- owned electronic media. Electronic media and related storage media and databases are to be used only for SP business and they remain the property of SP. SP reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system. Prior authorization must be obtained before any SP property may be removed from the premises.

Every user who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

Ownership and Use

The Communications Systems is the property of SP. It has been provided by SP for the sole purpose of conducting School-related business as well as other business that is approved by the Executive Director of SP. All communications and information transmitted by, received from, or stored in these systems are School records and the property of SP.

Electronic communications are a means of business communication. SP requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on SP letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of SP' Communications Systems and the users thereof against unauthorized or improper use of these systems, SP reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Executive Director or his or her delegatee. SP also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of the Executive Director or his or her delegatee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure. Users are required to comply with SP' Computer Usage and Privacy Policy and agree to be

bound by this policy by using SP' Communications Systems.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within SP. SP has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside SP, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. SP has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems.

Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of the information of others.

Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.

Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Executive Director of SP.

Users must not alter, copy, transmit, or remove SP information, proprietary software, or other files without proper authorization from SP.

Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's email and voicemail mailboxes without proper authorization, based on legitimate business reasons, from the Executive Director or his or her delegatee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting the School

business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt SP business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

SP, as the owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Executive Director or his or her delegatee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although SP entrusts you with the use of voice mail, e-mail, computer files, software, or similar SP property, you should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain SP property. Likewise, all records, files, software, and electronic communications contained in these systems also are SP property. You are advised that electronic files, records, and communications on SP computer systems, electronic communication systems, or through the use of SP telecommunications equipment are not private. Although they are a confidential part of SP property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by SP personnel for any number of business reasons. **As a result, employees do not have an expectation of privacy in this regard.**

Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. SP is not responsible for costs incurred when employees use SP telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after "deletion."
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.

There will be times when SP, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other SP property. SP also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when SP suspects that SP property is being used in an unauthorized manner.

SP reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Discipline for Violations of Policy

Any person who discovers misuse of Internet access or any of the SP' Communications Systems should immediately contact Human Resources or the Executive Director of the School. **Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.**

Confidential Information

Each employee is responsible for safeguarding the confidential information obtained during employment. Employees may sign a Confidentiality letter upon employment/request.

It is important to SP to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential if learned as a part of the employee's job performance.

SP prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

SP devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School, you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by SP. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of SP, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination of employment.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to SP any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by SP may be considered to be public records, employees must refer any person seeking School records or information to Human Resources for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

Prohibited Camera/Camera Phone

Employees are not permitted to use personal cell phones that contain a camera or any other type of camera to photograph or take pictures on the SP site, of the SP site, or of off-site SP events, unless done for the legitimate business purpose of SP with the prior authorization of the Executive Director (or assigned designee). Posting of pictures taken on the SP site, of the SP site, or of off-duty SP events are never to be posted on any public/personal forum, including any form of social/electronic media, other than SP's social media as described in this handbook and which requires the authorization of the Executive Director (or assigned designee) prior to posting. In addition, posting of any pictures may require obtaining a release form from the subjects prior to posting, so you must check with the main office to determine if a release form is on-file or must be obtained before posting any pictures.

Cell Phones in the Workplace

Cell phone use during work hours is permitted for work-related purposes as directed by site Supervisors. In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by

the cell phone provider during working hours is strictly prohibited, except in cases of emergencies.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- o Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- o An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for Scholarship Prep while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text-based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by Scholarship Prep or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The School will not be responsible for lost or stolen cell phones or other personal property.

Workplace Violence

SP recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of employees and students is paramount. Therefore, SP has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect SP, occur on SP property, or occur in the conduct of SP business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in SP operations, including, but not limited to, SP students, parents, employees, independent contractors, temporary employees, vendors and anyone else on SP property or conducting SP business off the property. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to the Principal or Office

Manager. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities and the welfare of our students and employees depend on the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Principal or Office Manager when any person(s) are acting in a suspicious manner in or around the facilities or when keys, security passes, or identification badges are missing.

Workplace Violence Defined

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of SP property; defacing SP property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on SP premises or while conducting SP business.

Enforcement/Complaint Procedure

Any person who violates this policy on SP property may be removed from the premises as quickly and safely as possible, at SP' discretion, and may be required to remain off SP premises pending the outcome of an investigation of the incident. If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify the Principal or Office Manager. Furthermore, employees should notify the Principal if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, SP will inform the reporting individual of the results of the investigation. To the extent feasible, SP will maintain the confidentiality of the reporting employee. However, SP may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). SP will not tolerate retaliation against any employee who reports workplace violence. If SP determines that workplace violence has occurred, SP will take appropriate corrective action and may impose disciplinary action, up to and including termination.

News Media Contacts

Employees may be approached for interviews or comments by the news media. If approached by a media source for a news story, all staff are encouraged to report the inquiry to the site administrator and allow him/her to designate the school response. Only contact people designated by the Executive Director (or assigned designee) should comment to news reporters on SP policy or events relevant to SP

SECTION 11 - STANDARDS OF CONDUCT

Dress Code and Other Personal Standards

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and must at all times wear shoes. Scholarship Prep's objective in maintaining a business dress code is to enable our employees to project the professional image that is in keeping with the needs of our parents, students, and community to garner trust in us. Because education requires the appearance of trusted educators and professionals and because we serve our families at our site(s) on a daily basis, a more formal dress code is necessary for our employees. We must project the image of trustworthy, knowledgeable professional educators for those who seek our guidance, input, and professional services. No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If an employee experiences uncertainty about acceptable, professional formal business attire for work, they should ask their supervisor. Supervisors may issue more specific guidelines.

Exceptions Based on Position

Certain positions, such as instructors who teach athletics and/or arts classes, may need to utilize a different standard of dress in order to best accommodate the needs of the position. Specifically, athletics coaches may wear shorts of an acceptable length or sweatpants that are not tattered, torn, and that adhere to standards listed above, in order to best provide instruction to students. Coaches may also wear Scholarship Prep hats, university hats, or other headwear approved by site administration due to outdoor exposure to the sun.

University Attire Day

One day each week, the school sites permit students to wear their university attire. On these days, staff may also wear attire that represents either their university (if a teacher) or university of choice. Acceptable attire on these days includes university t-shirts, sweatshirts, jackets, headwear, polo shirts, etc. Jeans are also acceptable on these days. Jeans must not be tattered, torn, and must adhere to the general professional standards as listed above.

In all cases, administration has the discretion to implement the dress code policy as best fit for the employees on site based on duties and position.

Employee-Student Relations Policy

Boundaries Defined

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent,

positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from School or School activities without parental permission
- Being alone in a room with a student at the School with the door closed
- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, instant messages, social media messages, or letters to students if the content is not about School activities and not in accordance with applicable School policies or in violation of the School's Social Media Policy
- Being "friends" with a student on any personal or non-School social media website

- Communicating with students or parents/guardians in violation of the School's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on School social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (School and parental) to take students off School property for activities such as field trips or competitions
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to School activities or classes, and communication should be initiated via School-based technology and equipment
- Keeping the door open when alone with a student
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or administrators (such as Human Resources or the Executive Director) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources or the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours

- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of the School

Reporting Violations

When any employee, parent, or student becomes aware of an employee (volunteer, guest, or vendor) having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources or the Executive Director. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

Relations with Other School Stakeholders

Employees are expected to be polite, courteous, prompt, and attentive to every student, parent, vendor, and visitor of the School. When an employee encounters an uncomfortable situation that he or she does believe may require assistance, an administrator should be called immediately.

Students and parents are to be treated courteously and given proper attention at all times. You must respond to inquiries from parents, whether in person or by telephone, promptly and professionally.

Never place a telephone caller on hold for an extended period. Direct incoming calls to the appropriate person and make sure the call is received.

All correspondence and documents must be neatly prepared, error-free, and represent the School in a professional manner. Attention to accuracy and detail in all paperwork demonstrates your commitment to your students and the School. Any newsletter or regular correspondence sent to students or parents/guardians of students must be reviewed and approved by the Principal prior to distribution.

Business Conduct and Ethics

No employee may accept more than a de minimis gift or gratuity from any parent, vendor, supplier, or other person doing business with SP because doing so may give the appearance of influencing educational and business decisions, transactions or service. Please discuss expenses paid by such persons for meals or trips with an administrator in advance.

Scholarship Prep believes in the importance of test integrity by establishing, implementing, and maintaining an environment whereby the administration of the state academic assessments (CAASPP, CAST, ELPAC, PFT) are held to the highest level of validity, reliability, and confidentiality.

In alignment with the state academic testing requirements, all test items and test materials must be secure and appropriately handled. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Any confirmed violation of test integrity by staff will result in appropriate consequences that

may include, but are not limited to, termination of employment.

Off-Duty Conduct

While SP does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with SP's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect SP's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects SP's legitimate business interests or the employee's ability to perform his or her job may be grounds for disciplinary action, including but not limited to dismissal.

Prohibited Conduct

The following conduct is prohibited and will not be permitted by SP. This list of prohibited conduct is illustrative only. Other types of conduct that threaten security, personal safety, employee welfare and SP's operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination:

- Falsifying employment records, employment information, or other SP records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time sheet, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any SP property, or the property of any employee;
- Removing or borrowing SP property without prior authorization;
- Unauthorized use of SP equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on SP property;
- Participating in horseplay or practical jokes, which could result in physical harm to the employee/others or which could be viewed as prohibited harassment and/or discrimination as described in this handbook, on SP time or on SP premises;
- Carrying firearms or any other dangerous weapons on SP premises at any time;
- Causing, creating, or participating in a disruption of any kind during working hours on SP property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of an administrator, or the use of abusive or threatening language toward an administrator;
- Using abusive language at any time on SP premises;
- Failing to notify the Principal, Office Manager, or designee when unable to report to work;
- Unreported absence of three (3) consecutive scheduled workdays, unless substantiated by an emergency situation which caused the employee to be unable to report and the employee reported as soon as possible after the emergency ended;
- Failing to obtain permission to leave work for any reason during normal working hours, excluding normally scheduled lunch periods;
- Failing to observe working schedules, including rest and lunch periods;

- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Violation of the Drug and Alcohol Abuse Policy.
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Violating any safety, health, security or other SP policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failing to promptly report work-related injury or illness.

This statement of prohibited conduct does not alter SP's policy of at-will employment. Either you or SP remain free to terminate the employment relationship at any time, with or without reason or advance notice, unless the employee has a written employment agreement approved by the Board of SP and signed by both parties, or their designees, which provides otherwise.

Housekeeping

All employees are expected to keep their work areas clean and organized. People using common areas such as lunch rooms, locker rooms, and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

Off-Duty Use of Facilities

Employees are prohibited from remaining on SP premises or making use of SP facilities while not on duty. Employees are expressly prohibited from using SP's facilities, property, or equipment for personal use. SP's facilities, property, and equipment may be used for school-related purposes if pre-approved by the Executive Director (or assigned designee).

Conducting Personal Business

Employees are to conduct only SP business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours, unless the employee's employment agreement specifically allows for such business for another employer in writing.

Charter Compliance

All employees are required to adhere to the requirements and mission of the SP Charter Petition for their work-site location.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflict of interest. Personal or romantic involvement with a parent, vendor, or subordinate employee of SP, which impairs an employee's ability to exercise good judgment on behalf of SP, creates an actual or potential conflict of interest. Administrator-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy

should immediately and fully disclose the relevant circumstances to the Executive Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, SP may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, including termination.

Other Employment

While employed by SP, employees are expected to devote their energies to their jobs with SP. The following types of employment elsewhere are strictly prohibited unless specifically allowed in writing in the employee's employment agreement:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at SP;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with SP;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with SP;
- Additional employment that requires the employee to conduct work or related activities on SP property during the employer's working hours or using SP facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of SP.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest should contact the Director of Human Resources so a determination may be made as to whether an actual conflict exists. Violation of this policy may be grounds for discipline, up to and including termination.

EXPENSE REIMBURSEMENT POLICY

Reimbursement for Health and Wellness Activities

SP will provide full-time employees with a Health and Wellness reimbursement of up to \$500 per fiscal year for activities that promote physical fitness, wellness, and work-life balance, including mental health/counseling services. The goal of the Health and Wellness reimbursement is to provide SP employees with as much flexibility as possible to find a physical activity that promotes aerobic exercise, flexibility, and/or strength training.

Expenditures eligible for reimbursement include, but may not be limited to the following:

- Health club membership
- Fitness classes, including Yoga, Pilates, Zumba, "Boot Camp"
- Nutrition Classes
- Dance classes
- Personal/strength training
- Entry, registration, participation, and fees for sports leagues (e.g. softball, basketball, etc.)
- Foot Race Entry Fees (5k, 10k, Marathon, etc.)
- Bicycle Race Entry Fees
- Sports lessons (e.g. tennis, swimming, golf, etc.)
- Healthy eating and cooking classes to support health-related goals

- Weight loss coaching (e.g., Weight Watchers membership fees)

Expenditures for mental health/counseling include, but are not limited to the following:

- Mental Health/Counseling
- Selected applications for phone, computer, etc. (List to be determined)

Expenditures NOT eligible for reimbursement include, but are not limited to the following:

- Food, food and nutritional supplements including vitamins, and food preparation equipment
- Exercise products, equipment, and furniture
- Residential dietary/weight loss programs
- Physical fitness or athletic clothing and apparel, including hats, and sunglasses.
- Martial arts supplies and equipment which are considered weapons or combative devices
- Computer hardware and mobile devices
- Any expenditure related to hunting, fishing, and camping.
- Lockers and locks
- Service, maintenance agreements, or repair costs for equipment. Examples include bike repairs, tennis racket restringing, golf club shaft repairs
- Any expenditures related to motorized vehicles or equipment (i.e. golf carts, boats)
- Cost of animals, animal boarding, rental fees, or expenses associated with storing or maintaining animals or physical fitness equipment used to participate in a fitness activity.
- Any equipment related to physical fitness activities involving animals, including saddles, tack, leashes, harnesses, lead ropes. This exclusion includes safety equipment which may be necessary to participate in the physical fitness activity, such as boots, riding helmets, and gloves

All requests for reimbursement must include itemized receipts of all expenditures requested for reimbursement. Reimbursements must be submitted to the employee's supervisor for approval. Reimbursements are made on an annual basis and must be used within that time period; reimbursements are not cumulative and any reimbursements not submitted by the end of the school year will be forfeited.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of SP or individual employees. Attendance at such activities, whether required by SP or requested by individual employees, requires the written approval of the employee's Supervisor To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Attendance at any such event is subject to the policies on Reimbursement and Compensation.

For attendance at events required or authorized by SP, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. Employees need to comply with SP's Business Expenses, and Reimbursement Policy prior to events.

Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While SP generally encourages all employees to improve their knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

SECTION 12 - SAFETY

Drug and Alcohol Abuse

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol-related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law-abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

SP prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of alcohol (if unauthorized), illegal drugs or drug paraphernalia on the SP' premises, while on SP business or during working hours;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the SP' premises;
- Being under the influence of alcohol (if unauthorized) or illegal drugs on SP' premises, while on SP business or during working hours;
- Refusing to submit to an inspection or testing when requested by management;
- Conviction under any criminal drug statute for a violation occurring in the workplace;
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Director or Chief Compliance Officer. The Human Resources Director or Chief Compliance Officer will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety, other employees, and/or students.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by SP where alcohol is served, provided this occurs outside of school hours. However, employees must remember their obligation to conduct themselves appropriately at all times while at SP-sponsored functions or while representing SP.

SP may at times conduct unannounced searches of SP property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other SP-related policy. Additionally, whenever SP suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on SP' premises, SP may inspect the employee's personal effects (including parcels, purses, bags, and briefcases) or automobile on the SP' property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Abuse Policy may result in disciplinary action, up to and including termination, at SP' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at SP. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, SP may report such illegal drug activities to an appropriate law enforcement agency.

SP may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. SP shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Smoking

Smoking is not allowed in and around any area of the school.

Parking

Employees may park their vehicles in designated areas, if space permits. If space is unavailable, employees must park in permissible public areas in the vicinity of SP property. Employees may not use parking areas specifically designated for parents, vendors, SP's vehicles, or reserved for administrators. SP is not responsible for any loss or damage to employee vehicles or contents while parked on SP property.

Surveillance Monitoring

Parking areas may be monitored with video or other surveillance for purposes of protecting SP property only. As a result, employees do not have a reasonable expectation of privacy when using or accessing these areas. This surveillance system is in no way intended to provide employees with personal security.

Employees Who Are Requested to Drive

Employees who are required to drive an SP vehicle or their own vehicles on SP business will be required to show proof of current valid driving licenses and current effective insurance coverage before the first day of employment.

SP participates in a system that allows them to check the state Department of Motor Vehicles (DMV) records of all employees who drive as part of their job. SP retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked, or who fails to maintain personal automobile insurance coverage or who is uninsurable under SP's policy.

Employees who drive their own vehicles on SP business will be reimbursed at the current standard rate for mileage as defined by the Internal Revenue Service

Employee Property

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. SP is not responsible for any lost or stolen personal items at work.

Terminated employees should remove any personal items at the time they leave SP. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination unless the parties have arranged otherwise.

Lockers, desks, chairs, tables, computers, documents, cameras, projectors, textbooks, vehicles, and all other items purchased by or donated to SP are SP property and must be maintained according to SP rules and regulations. They must be kept clean and are to be used only for work-related purposes. SP reserves the right to inspect all SP property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Employees have no expectation of privacy in that regard.

No personal locks may be used on SP-provided lockers unless the employee furnishes a copy of the key or the combination to the lock. Unauthorized use of a personal lock by an employee may result in losing the right to use an SP locker.

Prior authorization must be obtained before any SP property may be removed from the premises. For security reasons, employees should not leave personal belongings of value in the workplace.

Terminated employees should remove any personal items at the time they leave SP. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times.

Employees must report all work-related injuries or illnesses immediately to your administrator. In compliance with California law, and to promote the concept of a safe workplace, SP maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in the School's main office.

In compliance with Proposition 65, SP will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Recreational Activities and Programs

SP or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

SECTION 13 - TERMINATION

Involuntary Termination

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of SP's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, SP reserves the right to terminate any employee at any time, with or without advance notice and with or without cause. SP's policy of discipline in no way limits or alters the at-will employment relationship.

Voluntary Resignation

SP will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign Scholarship Prep; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice for three consecutive work days. Scholarship Prep requests that employees provide at least two weeks written notice of a voluntary termination. All SP property must be returned immediately upon terminating employment.

Scholarship Prep retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

Exit Meeting

All employees who leave employment at SP will be asked to take part in an exit interview with their supervisor. At the exit meeting the employee will turn in all SP property, complete exit paperwork, and collect a final check.

Verification and References

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resource Director. Only the Human Resource Director or designee is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, SP will disclose only the dates of employment and the title of the last position held. SP will verify or disclose an employee's salary history only if the employee provides written authorization to provide the information. However, SP will provide information about current or former employees as required by law or court order.

Confirmation of Receipt

By my signature below, I acknowledge that I have received a copy of Scholarship Prep Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Scholarship Prep Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that Scholarship Prep is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Scholarship Prep's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Scholarship Prep policies.

Just as I am free to terminate the employment relationship with Scholarship Prep at any time, Scholarship Prep, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Scholarship Prep. Scholarship Prep reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the Board of Scholarship Prep, no director, coordinator, or representative of Scholarship Prep has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing, signed by both parties.

Scholarship Prep reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than Scholarship Prep Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee's Signature _____

Employee's Printed Name _____

Date _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

MEAL BREAK WAIVER AGREEMENT
6 hours or less

Employee Name (Please print) _____

Position: _____ DATE: _____

I understand that:

- I am entitled to an unpaid meal break of not less than 30 minutes for every five (5) hour period of time worked. However, I understand that I can waive the meal period when my total day's work will be completed within a work period of not more than six (6) hours.
- Accordingly, I agree to waive the meal period whenever my total day's work will be completed within a work period of not more than six (6) hours.
- I may revoke this agreement to waive, in writing, my meal break at any time by signing this form as indicated below.

Employee Signature

Date Submitted

REVOCAATION: I hereby revoke this waiver.

Employee Signature

Date

For Employer Use Only: Check One:

Your meal break waiver request has been approved and submitted.

Your meal break waiver request has been denied.

Signature

Date

Please Print Name

Title

Addenda Form B; Non-Exempt Employee Meal Reporting Form

MEAL PERIOD EXCEPTION LOG

REPORT OF LATE, MISSED, OR SHORTENED MEAL PERIODS

Under our policies and California law, except when valid written waivers are in place, non-exempt employees who work more than five hours per day are provided with a duty-free and uninterrupted meal period of not less than 30 minutes, to begin no later than the end of the fifth hour of work. Employees who work more than 10 hours per day are provided with a second, duty-free and uninterrupted meal period of not less than 30 minutes to begin no later than the end of the tenth hour of work.

Note, nonexempt employees are free to leave the Scholarship Prep site during meal periods and are not on call, nor expected or required to respond to calls, texts or pagers during this time.

I _____ am notifying Scholarship Prep that I did not take a meal period in accordance with the above policy on the date(s) indicated below. This form should be submitted to the employee’s supervisor/manager by the end of the payroll period during which a meal period was late, missed, or shortened.

DATE (MM/DD/YYYY)	TYPE OF MEAL PERIOD EXCEPTION: Late, Missed or Shortened List Which One	REASON

This exception report should be used only to record missed, late, or short meal periods, if any, and the reasons for such a meal period(s). Employee understands that he/she is to be accurate and truthful on this exception report and there will be no retaliation for truthfully completing this exception report. If an employee is found to be abusing this exception report in any manner or otherwise violating the policy, an employee will be subject to discipline up to and including immediate termination.

Employee by his/her signature below agrees Employee has complied with and will comply with the above rules.

Employee Signature Date Submitted

Addenda Form C; Outside Employment Form

REQUEST FOR OUTSIDE EMPLOYMENT

Name: _____ Date: _____

Department: _____ Title: _____

The Employee agrees not to work in any off-duty job which has the effect of interfering with his or her ability to safely and competently perform job duties or that is in direct conflict with the essential operations of the Employer and that for the Employee to engage in would result in a material and substantial disruption of the Employer's operation without first notifying the Employer.

Any employee of Scholarship Prep who desires to work in an off-duty job will first discuss the appropriateness of that job with his or her supervisor. If the employee still believes that performing the off duty job is allowable, the Employee agrees to provide the Scholarship Prep in writing, before commencing the outside job, a detailed description of the work to be performed and the hours of the proposed work.

I hereby request approval to engage in outside employment as described below:

Nature of employment: _____

Time required for employment: _____

additional documentation is attached

SCHOLARSHIP PREP ACTION

__Request Approved __Request Denied

School Representative Signature

Date

Comments or Special Conditions:

Forward completed form to the Human Resource Department

BYLAWS OF SCHOLARSHIP PREP – IOWA

AN IOWA NONPROFIT PUBLIC BENEFIT CORPORATION

Article I

NAME

The name of this Corporation is Scholarship Prep - Iowa (the "Corporation").

Article II

PURPOSES

Section II.1 General Purpose

The Corporation is organized for the public and educational support purposes as specified in its Articles of Incorporation. It is not organized for private gain of any one individual person. It is organized under the Nonprofit Corporation Law of Iowa ("Iowa Nonprofit Corporation Law") for public purposes.

In the context of these general purposes, the corporation shall:

- (a) To support the charitable and educational mission of Scholarship Prep - Iowa, an Iowa non-profit, tax exempt corporation, and any and all Iowa public charter schools that Scholarship Prep - Iowa operates;
- (b) To undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986.

Also, in the context of these purposes the corporation is organized exclusively for charitable and educational purposes within the meaning of Internal Revenue Code 501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

Section II.2 Construction and Definitions

Construction: Definitions. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Iowa Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular,

and the term "person" includes both a legal entity and a natural person.

Article III

OFFICES

Section III.1 Principal Office.

The principal office for the transaction of the activities and affairs of this corporation will be located in the State of Iowa. The address will be determined once approved for operations. The board of directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section III.2 Other Offices.

The board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

Article IV

DEDICATION OF ASSETS

Section IV.1 Property Dedicated to Nonprofit Purposes

The property of the Corporation is irrevocably dedicated to public benefit purposes, specifically to support the charitable and educational mission of Scholarship Prep – Iowa, a Iowa non-profit, tax exempt corporation, and any and all Iowa public charter schools that Scholarship Prep – Iowa, operates, as well to undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, or individual, or to any director or officer of the corporation except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

Section IV.2 Distribution of Assets Upon Dissolution

Upon the liquidation, dissolution or winding up of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as specified in the Corporation's Articles of Incorporation.

Article V

MEMBERSHIP

Section V.1 No Members.

This Corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the Iowa Nonprofit Corporation Law. Any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law be vested in the members, shall rest in the Board.

Nothing in this Article shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 5056 of the Iowa Nonprofit Corporation Law, including honorary or donor members.

The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Article VI

BOARD OF DIRECTORS

Section VI.1 Powers.

Subject to the limitations of the Iowa Nonprofit Public Benefit Corporation Law, the Corporation's Articles of Incorporation and these Bylaws, such local public agency laws as may be applicable to the Corporation, and any other applicable laws, the business, activities and affairs of the Corporation shall be managed and conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law and not inconsistent with the Corporation's Articles of Incorporation or these

Bylaws:

- To select and remove agents and employees of the Corporation;
- To remove officers of the Corporation as provided in these Bylaws;
- To prescribe powers and duties;
- To fix their compensation;
- To require security from them for faithful service;

- To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations;
- To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;
- To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;
- To act as Director under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- To carry out such other duties as are described in the Articles of Incorporation.

Section VI.2 Number and Qualifications of Director

The authorized number of Directors of the Corporation ("Directors") Corporation shall not be less than 2 (2) and not more than seven (7); the exact authorized number to be fixed, within these limits, by resolution of the Board.

Section VI.2.1 Qualifications

The qualifications for Director are:

- A dedication to furthering the vision and mission of the Corporation;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- The ability to attend board meetings;
- A willingness to actively support and promote the mission and vision of the Corporation;
- Knowledgeable regarding non-profit fundraising and management;
- Knowledgeable regarding the operations of charter schools or public K-12 education;
- Knowledgeable about roles and responsibilities of being a governing board member;
- Expectation that all children can and will learn and realize high academic achievement; and

- Specific knowledge, experience and/or interest in at least one element of governance for the Corporation.

Section VI.3 Appointments, Terms of Office and Election of Successors.

Directors and Officers shall be initially and thereafter appointed by the Board of Directors of Scholarship Prep - Iowa, an Iowa non-profit, tax exempt corporation, and shall serve staggered terms as determined by the Board of Scholarship Prep - Iowa at its first Board meeting. After initial terms, Directors of the Scholarship Prep - Iowa shall hold office for staggered terms of either two (2) years and three (3) years, unless by resignation or removal the Director ceases to hold office prior to the completion of their term. The Board of Directors of Scholarship Prep - Iowa., shall appoint successor Directors to the Board of Scholarship Prep - Iowa as necessary.

Section VI.4 Resignation and Removal.

Section VI.4.1 Resignation

Subject to the provisions of Section 5226 of the Iowa Nonprofit Public Benefit Corporation Law, any Director may resign by giving written notice to the President, the Secretary, or the Board. Such written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the Iowa Attorney General (the "Attorney General").

Section VI.4.2 Removal

The Board may by resolution declare vacant the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under Iowa Nonprofit Corporation Law.

The Board may by resolution declare vacant the office of a Director who fails to attend three consecutive Board meetings during any calendar year.

The Board may, by a majority vote of the Directors who meet all of the required qualifications to be a Director set forth in this Article VI, declare vacant the office of any Director who fails or ceases to meet any required qualification that was in effect at the beginning of that Director's current term office.

Directors may be removed without cause by a majority of Directors then in office.

Directors may be removed without cause by a majority of the Board of Directors of Scholarship Prep - Iowa., then in office.

Section VI.5 No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and Iowa Nonprofit Corporation Law.

Section VI.6 Vacancies.

A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed,

or if the authorized number of Director is increased. The Board may also declare vacant the office of any Director who has been convicted of a felony, or has been found to breach any duty arising under Article 3 of Chapter 2 of the Iowa Nonprofit Public Benefit Corporation Law or deemed to be of unsound mind by any court of competent jurisdiction. A vacancy on the Board shall be filled by resolution of the Board of Directors of Scholarship Prep - Iowa. Each Director so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Director and continue to hold office until a qualified successor has been elected, appointed, or designated. No reduction of the authorized number of Director shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section VI.7 Place of Meeting

Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in the Iowa public charter schools that Scholarship Prep - Iowa operates reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

For all meetings, there will be a two-way live teleconference line and/or video broadcast available at each charter school. A charter school representative will be present at the charter school locations posted on the agenda to assist any parents or other members of the public who would like to participate in the meeting via the teleconference or video broadcast.

Section VI.8 Regular Meetings.

Each year, the Board shall hold at least one meeting, at a time and place fixed by the Board, for the purposes of election of Directors, appointment of Officers, review and approval of the corporate budget and transaction of other business. This meeting is sometimes referred to in these Bylaws as the "annual meeting." Other regular meetings of the Board may be held at such time and place as the Board may fix from time to time by resolution. In accordance with the Ralph M. Brown Act, agendas for regular meetings will be posted near the entrances of each charter school operated by the Corporation and on the school's website for public viewing at least 72 hours in advance of scheduled meetings.

Section VI.9 Special Meetings.

Special meetings of the Board for any purpose consistent with the Ralph M. Brown Act may be called at any time by the President or by a majority of the members of the legislative body. In accordance with the Ralph M. Brown Act, agendas for special meetings will be posted near the entrances of each charter school operated by the Corporation and on the school's website for public viewing at least 24 hours in advance of scheduled meetings.

Section VI.10 Notice of Meetings.

The agenda of all regular and special meetings shall be given to each Director by one of the following methods:

- (a) Personal delivery;
- (b) First-class mail, postage paid;

(c) or

(d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission.

All such notices shall be given or sent to the Director's address, facsimile number or e-mail address as shown in the records of the Corporation. Notice of regular meetings may also be given in the form of a calendar or schedule that sets forth the date, time and place of more than one regular meeting. Pursuant to the Ralph M. Brown Act, written notice of a special meeting may be dispensed with as to any Director who at or prior to the time the meeting convenes files with the clerk or Secretary of the Corporation a written waiver of notice, or as to any Director who is actually present at the meeting at the time it convenes.

Section VI.11 Time Requirements

Notices sent by first-class mail shall be deposited into a United States mail box at least four days before the time set for the meeting. Notices given by personal delivery, telephone, voice messaging system or other system or technology designed to record and communicate messages, facsimile, e-mail or other electronic transmission shall be delivered at least forty-eight (48) hours before the time set for the meeting.

Section VI.12 Notice Contents

The notice shall state the time and place for the meeting, except that if the meeting is scheduled to be held at the principal office of the Corporation, the notice shall be valid even if no place is specified. The notice need not specify the purpose of the meeting unless required to elsewhere in these Bylaws.

Section VI.13 Meetings by Telephone or Similar Equipment

Any meeting may be held by conference telephone or other communications equipment permitted by Iowa Nonprofit Corporation Law and the Ralph M. Brown Act, as long as all Directors participating in the meeting can communicate with one another and all other requirements of Iowa Nonprofit Corporation Law and section 54953 of the Ralph M. Brown Act are satisfied. All such Directors shall be deemed to be present in person at such meeting.

Section VI.14 Quorum.

A majority of the Directors then in office shall constitute a quorum for the transaction of business, except to adjourn as provided by this Article VI, Section 15. Every act or decision done or made by a majority of the Directors at a meeting duly held at which a quorum is present is an act of the Board. Directors may not vote by proxy.

Section VI.15 Minimum Vote Requirements for Valid Board Action

Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly hold at which a quorum is present is the act of the Board, unless a greater number is expressly required by Iowa Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws.

Section VI.16 When a Greater Vote is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

(e) Creation of, and appointment to, Committees (but not advisory committees) as described

in this Article VII;

- (f) Removal of a Director without cause as described in this Article VI; and
- (g) Indemnification of Directors as described in Article IX.

Section VI.17 Adjournment.

A majority of the Director present, whether or not a quorum is present, may adjourn any Director meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section VI.18 Conduct of Meetings

Meetings of the Board shall be presided over by the President, or, if there is no President or the President is absent, the Vice President (if any), or in the absence of each of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

Section VI.19 Rights of Inspection.

Board members reserve the right to review, inspect and/or copy at any reasonable time books, records, and documents of every kind maintained by the Corporation, including confidential employee records in those limited situations in which they are pertinent to a matter before the Board, as well as inspect the physical properties of the Corporation. Such review is subject to any and all limitations of federal and state law and/or regulation in effect at the time such an inspection is requested.

Section VI.20 Fees and Compensation.

Directors and members of committees shall not receive any compensation for their services as Directors and committee members; however, the Board may approve reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business, such as food, lodging and mileage, in reasonable amounts as approved by the Board.

Section VI.21 Non-liability of Director.

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section VI.22 Standard of Care.

A Director shall perform the duties of a Director, including duties as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared

or presented by:

- One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- Counsel, independent accountants or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section VI.23 Corporate Loans and Advances.

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, unless approved by the Attorney General; provided, however, that the Corporation may advance money to a Director or officer of the Corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the Corporation, its parent or any subsidiary.

Section VI.24 Annual Report.

Pursuant to Section 6321 of the Iowa Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Director not later than one hundred and twenty (120) days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the Iowa Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section VI.25 Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the Iowa Nonprofit Public Benefit Corporation Law, the Corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Director setting forth any transactions or indemnifications of a kind described in Cal. Corporations Code section 6322(d) or (e).

Section VI.26 Property Rights.

No Director shall have any right or interest in any of the Corporation's property or assets.

Article VII

COMMITTEES

Section VII.1 Committees of Directors.

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), including an executive committee, each consisting of two or more Directors, to serve at the discretion of the Board. Any Committee, to the extent provided in the resolution of the Board, may be given the authority of the Board except that no Committee may:

- (a) approve any action for which the Iowa Nonprofit Corporation Law also requires approval

- of the members or approval of a majority of all members;
- (b) fill vacancies on the Board or in any Committee which has the authority of the Board;
 - (c) amend or repeal Bylaws or adopt new Bylaws;
 - (d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
 - (e) appoint any other Committees or the members of these Committees;
 - (f) expend corporate funds to support a nominee for Director after more persons have been nominated than can be elected; or
 - (g) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest.

Section VII.2 Meetings and Action of Board Committees

Meetings and action of standing Board Committees shall be governed by, and held and taken in accordance with, the provisions of the Ralph M. Brown Act and Article VI concerning meetings of Directors, with such changes in the context of Article VI as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of standing Board Committees may be determined by resolution of the Board, and special meetings of standing Board Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any standing Board Committee and shall be filed with the corporate records. The standing Board Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any standing Board Committee not inconsistent with the provisions of these Bylaws and the Ralph M. Brown Act. In the absence of rules adopted by the Board, the standing Board Committee may adopt such rules.

Section VII.3 Quorum Rules for Board Committees

A majority of the standing Board Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the Iowa Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board.

Section VII.4 Revocation of Delegated Authority

The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Board Committee, increase or decrease (but not below two (2)) the number of members of a Board Committee, and fill vacancies in a Board Committee from the members of the Board.

Section VII.5 Nonprofit Integrity Act/Audit Committee

Section VII.5.1 Nonprofit Integrity Act.

In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), and unless the Corporation is exempt, the Board shall (i) prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant ("CPA") in conformity with generally accepted auditing standards; (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available; and (iii) appoint an Audit Committee.

Section VII.5.2 Audit Committee

If applicable, the Audit Committee shall not include paid or unpaid staff or employees of the Corporation, including, if staff members or employees, the President or chief executive officer or the Treasurer or chief financial officer (if any). If there is a finance committee, members of the finance committee shall constitute less than 50% of the membership of the Audit Committee and the chairperson of the Audit Committee shall not be a member of the finance committee. Subject to the supervision of the Board, the Audit Committee shall:

- (a) make recommendations to the Board on the hiring and firing of the CPA;
- (b) confer with the CPA to satisfy Audit Committee members that the financial affairs of the Corporation are in order;
- (c) approve non-audit services by the CPA and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General; and
- (d) if requested by the Board, negotiate the CPA's compensation on behalf of the Board

Section VII.6 Advisory Committees

The Board may create one or more advisory committees to serve at the pleasure of the Board. Appointments to such advisory committees need not, but may, be Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect, and all standing advisory committees created by the Board shall comply with the provisions of the Ralph M. Brown Act.

Article VIII

OFFICERS

Section VIII.1 Officers.

The officers of this Corporation ("Officers") shall be a President, a Chairperson, a Secretary, and a Treasurer or Chief Financial Officer or both. Other than the Chairperson, these persons may, but need not be, selected from among the Directors. The Board shall have the power to designate additional Officers, including a Vice President, who also need not be Directors, with such duties, powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with this Article VIII. Any number of offices may be held by the same person, except that the Secretary, the Treasurer and the Chief Financial Officer (if any) may not serve concurrently as the President.

Section VIII.2 Election or Appointment of Officers.

The Officers, except as otherwise specified in this Article, shall be elected by the Board at the annual meeting of the Corporation for a term of one year, and each shall serve at the discretion of the Board until his or her successor shall be elected and qualified, he or she shall resign, shall be removed or otherwise disqualified to serve. Officers may be elected for no more than four consecutive terms but Officers may be elected to serve multiple consecutive terms after a period of one year with no service.

Section VIII.3 Subordinate Officers.

The Board may appoint and may empower the President to appoint such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

Section VIII.4 President.

The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

. The President shall be an ex officio voting member of each Board committee.

Section VIII.5 Vice President.

In the absence or disability of the President, the Vice President, if any (or if more than (1) Vice President is appointed, in order of their rank as fixed by the Board or if not ranked, the Vice President designated by the Board) shall perform all the duties of the President and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section VIII.6 Secretary.

The Secretary shall keep or cause to be kept, at the principal office of the Corporation in the State of Iowa, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Director and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix or cause to be affixed the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the Corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section VIII.7 Treasurer (or Chief Financial Officer)

The Chief Financial Officer or Treasurer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

The books of account shall at all times be open to inspection by any Director. The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the Corporation in such depositories as may be designated by the Board. The Chief Financial Officer shall disburse or cause to be disbursed the funds of the Corporation as shall be ordered by the Board, shall render or cause to be rendered to the President and the Director, upon request, an account of all transactions as Chief Financial Officer. The Chief Financial Officer shall present or cause to be presented an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section VIII.8 Removal and Resignation.

Section VIII.8.1 Removal

Subject to the rights, if any, of an Officer under any contract of employment, at any time may be removed either with or without cause, (i) by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation, or (ii) by an Officer on whom such power of removal may be conferred by the Board. In the case of an officer appointed by the President, the President shall also have the power of removal. Any officer may resign at any time by giving written notice to the Corporation, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section VIII.8.2 Resignation

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any of the Corporation under any contract to which the Officer is a party.

Section VIII.9 Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis. In the event of a vacancy in any office other than the President, such vacancy shall be filled temporarily by appointment by the President, or if none, by the Chairperson, and the appointee shall remain in office for 60 days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board.

Section VIII.10 Additional Officers

The Board may empower the Chairperson, President, or chief executive, to appoint or remove such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board from time to time may determine.

Section VIII.10.1 Chief Executive

Subject to such supervisory powers as may be given by the Board to the Chairperson or President, the Board may hire a chief executive who shall be the general manager of the Corporation, and

subject to the control of the Board, shall supervise, direct and control the Corporation's day-to-day activities, business and affairs. The chief executive (who may be referred to as the "chief executive officer" or "executive director") shall be empowered to hire, supervise and fire all of the employees of the Corporation, under such terms and having such job responsibilities as the chief executive shall determine in his or her sole discretion, subject to the rights, if any, of the employee under any contract of employment. The chief executive may delegate his or her responsibilities and powers subject to the control of the Board. He or she shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Board may not appoint the chief executive as an Officer. The chief executive may be compensated at a salary fixed by the Board, so long as that salary is reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation. Should the chief executive or any employee of the Corporation receive compensation, the Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, and (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified (unless all employees are subject to the same general modification of compensation).

Article IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

Section IX.1 Definitions.

Section IX.1.1 Agent

For the purposes of this Article, "agent" means any person who is or was a Director, officer, or employee of this Corporation, or is or was serving at the request of the Corporation as a director, Director, officer, employee or agent of another foreign or domestic Corporation, partnership, joint venture, trust or other enterprise, or was a director, Director, officer, employee or agent of a foreign or domestic Corporation which was a predecessor Corporation of this Corporation or of another enterprise at the request of such predecessor Corporation.

Section IX.1.2 Proceeding

"Proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5b of this Article.

Section IX.1.3 Expenses

"Expenses" includes, without limitation, all attorneys' fees, costs, and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs, and other expenses reasonably incurred in establishing a right to indemnification under this Article IX.

Section IX.2 Applicability of Indemnification Provisions

Section IX.2.1 Successful Defense by Agent

To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article IX, or in the defense of any claim, issue, or matter therein, the Agent

shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

Section IX.2.2 Settlement or Unsuccessful Defense by Agent

If an Agent either settles any proceeding referred to in this Article IX, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Article IX shall determine whether the Agent is entitled to indemnification.

Section IX.2.3 Actions Brought by Persons Other than the Corporation

This Section applies to any proceeding other than an action "by or on behalf of the corporation" as defined in this Article IX. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Article IX as "Third Party proceedings."

Section IX.3 Indemnification in Actions by: Third Parties.

Subject to the required findings to be made pursuant to this Article IX, this Corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding, or Third Party proceeding (other than an action by or in the right of this Corporation to procure a judgment in its favor, an action brought under Section 5233 of the Iowa Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relater status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in the connection with such proceeding.

Section IX.3.1 Required Standard of Conduct for Indemnification in Third Party Proceedings

Any indemnification granted to an Agent in this Section above is conditioned on the following: The Board must determine, in the manner provided in this Article IX that the Agent seeking reimbursement acted in Good Faith and in a manner such person reasonably believed to be in the best interests of this Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interests of this Corporation or that he or she had reasonable cause to believe that the person's conduct was unlawful.

Section IX.4 Indemnification in Actions by, on behalf of or in the Right of the Corporation.

This Section applies to any proceeding brought (i) by, on behalf of or in the Right of the Corporation, or (ii) by any Officer, Director or person granted regulator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning Section 52 33 of the Iowa Nonprofit Public Benefit Corporation Law, or (iii) brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, (any such proceeding is referred to in these Bylaws as a proceeding "by, on behalf of the Corporation") to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar

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circumstances. No indemnification shall be made under this Section:

- In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- Of expenses incurred in defending a threatened or pending action, which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section IX.4.1 Scope of Indemnification in Proceeding By or On Behalf Of the Corporation

Subject to the required findings to be made pursuant to this Article IX, and except as provided in this Article IX, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

Section IX.4.2 Required Standard of Conduct for Indemnification in Proceeding By or On Behalf Of the Corporation

Any indemnification granted to an Agent in this Article IX is conditioned on the following. The Board must determine, in the manner provided in this Article IX, that the Agent seeking reimbursement acted in Good Faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

Section IX.4.3 Claims Settled Out of Court

If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

Section IX.4.4 Claims and Suits Awarded Against Agent

If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under this Article IX for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

a) The determination of good faith conduct required by this Article IX must be made in the manner provided for in this Article IX; and

(b) Upon application, the court in which the action was brought must determine that, in view of all

of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section IX.5 Determination of Agent's Good Faith Conduct

The indemnification granted to an Agent under this Article IX is conditioned on the findings required by this Article IX being made by:

- (a) the Board by a majority vote of a quorum consisting of Directors who are not parties to the proceeding; or
- (b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section IX.6 Limitations

No indemnification or advance shall be made under this Article IX in any circumstances when it appears:

- (a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section IX.7 Indemnification Against Expenses.

To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in this Article IX or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section IX.8 Required Determinations.

Except as provided in this Article IX, any indemnification under this Article IX shall be made by this Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in this Article IX by:

- A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
- The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

Section IX.9 Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this Corporation prior to the

final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section IX.10 Contractual Rights of Non-Directors and Non-Officers

Nothing contained in this Article IX shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section IX.11 Other Indemnification.

No provision made by this Corporation to indemnify its or its subsidiary's directors, Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or Directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which: (i) persons other than such Directors and officers may be entitled by contract or under the provisions of the Iowa Tort Claims Act; (ii) such Directors may be entitled under the provisions of the Iowa Tort Claims Act; or (iii) either may otherwise be entitled. Nothing in this Article IX or these Bylaws shall limit or affect the Corporation's obligation and agreement to carry out its defense, hold harmless, and indemnity obligations as described in any approved charter or other agreement with the Corporation's charter authorizing entity or entities.

Section IX.12 Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article in any circumstances where it appears:

- That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section IX.13 Insurance.

The Corporation shall have the power to purchase and maintain insurance on behalf of any agent of this Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this Corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 5233 of the Iowa Nonprofit Public Benefit Corporation Law.

Section IX.14 Non-applicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any Director, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation as defined in this Article IX. The Corporation shall have power to indemnify such Director, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the Iowa General Corporation Law.

Section IX.15 Indemnification and the Iowa Tort Claims Act.

Notwithstanding any other provision of this Article IX, the Corporation shall have the right and obligation to insure, defend, and indemnify the Corporation's employees, officers, and directors for all claims brought pursuant to the Iowa Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

Article X

CORPORATE RECORDS, REPORTS AND SEAL

Section X.1 Minute Book

The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including (i) the time, date and place of each meeting; (ii) whether a meeting is regular or special and, if special, how called; (iii) the manner of giving notice of each meeting and a copy thereof; (iv) the names of those present at each meeting of the Board or any Committee thereof; (v) the minutes of all meetings; (vi) any written waivers of notice consents to the holding of a meeting or approvals of the minutes thereof; (vii) all written consents for action without a meeting; (viii) all protests concerning lack of notice; and (ix) formal dissents from Board actions.

Section X.2 Books and Records of Account

The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

Section X.3 Articles of Incorporation and Bylaws

The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

Section X.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns.

The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

(a)

Article XI

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section XI.1 Execution of Instruments

The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section XI.2 Checks and Notes

Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President.

Section XI.3 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section XI.4 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of the Corporation.

Article XII

CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of Iowa Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

Article XIII

AMENDMENTS

Section XIII.1 Amendment by Directors

The Board may adopt, amend or repeal bylaws subject to the ratification of the Board of Directors of Scholarship Prep - Iowa. Such power is subject to the following limitations:

- (a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.
- (b) No amendment may extend the term of a Director beyond that for which such Director was elected.
- (c) If bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws, unless such notice is waived in accordance with these Bylaws.

Article XIV

MISCELLANEOUS

Section XIV.1 Fiscal Year.

The fiscal year of the Corporation shall be a fiscal year ending June 30.

Section XIV.2 Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and Directors, and of any executive committee or other committees of the Directors, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section XIV.3 Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the Corporation and any and all securities owned by or held by the Corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president.

Section XIV.4 Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the Corporation, shall be valid and binding on the Corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the Corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the Corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section XIV.5 Dissolution and Distribution of Corporation Assets.

The property of this Corporation is irrevocably dedicated to charitable, public-benefit purposes and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the winding up and dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation (including any obligations requiring the return of grant funds on the dissolution of the Corporation), all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as specified in the Corporation's Articles of Incorporation.

Article XV

EFFECTIVE DATE

Section XV.1 Effective Date.

These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption unless the Board directs otherwise.

DRAFT

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting President of the Scholarship Prep - Iowa and that the foregoing Bylaws, comprising 23 pages not including this Certificate of Adoption, constitute the Bylaws of said corporation that were duly adopted by unanimous consent of the corporation's Board of Directors on_____.

IN WITNESS WHEREOF, I have signed my name to this certificate on_____.

Board President,_____.

Signature:

DRAFT



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 01, 2019

Andrew Crowe
Scholarship Prep
1010 W. 17th Street
Santa Ana, CA 92706

RE: Application U282M190018

Dear Andrew Crowe:

Congratulations! We have concluded the peer review process for the 2019 Expanding Opportunity through Quality Charter Schools Program (CSP)—Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools competition (CFDA 84.282M) and we are pleased to inform you that your application was selected for funding.

Applications were reviewed by three peer reviewers, using the selection criteria and competitive preference priorities published in the Federal Register on November 30, 2018. In addition, peer reviewers were screened for conflicts of interest.

You will receive copies of the technical review forms (TRFs) that indicate the strengths and weaknesses of your application via USPS next week. If you have questions about these comments, or about the review process, please contact the Charter School Program (CSP) at (202) 401-2266, or by email at CharterSchools@ed.gov.

We look forward to working with you and your assigned CSP Program Officer will be in touch regarding your post-award webinar and next steps; information will be sent separately regarding how to attend.

Again, congratulations, and thank you for your commitment to improving educational outcomes for our nation's youth.

Sincerely,

Charter Schools Program
U.S. Department of Education|Office of Elementary and Secondary Education (OESE)

Enclosures
Technical Review Form

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

U282M190018
Andrew Crowe
Scholarship Prep
1010 W. 17th Street
Santa Ana, CA 92706 - 3504

U282M190018

Andrew Crowe
Scholarship Prep
1010 W. 17th Street
Santa Ana, CA 92706 - 3504



**US Department of Education
Washington, D.C. 20202**

U282M190018

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Scholarship Prep 1010 W. 17th Street Santa Ana, CA 92706 - 3504	2	AWARD INFORMATION PR/AWARD NUMBER U282M190018 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary (Research and Development)																
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Andrew Crowe (760) 848-8251 acrowe@scholarshipschools.org EDUCATION PROGRAM CONTACT Eddie Moat (202) 401-2266 eddie.moat@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT TITLE 84.282M Serving Educationally Disadvantaged Students: Expanding and Replicating the Scholarship Prep Model																
5	KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Andrew Crowe</td> <td>Project Director</td> <td>5 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Andrew Crowe	Project Director	5 %										
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6	AWARD PERIODS <table border="0"> <tr> <td>BUDGET PERIOD</td> <td>03/29/2019 - 03/31/2021</td> </tr> <tr> <td>PERFORMANCE PERIOD</td> <td>03/29/2019 - 03/29/2024</td> </tr> </table> FUTURE BUDGET PERIODS <table border="0"> <thead> <tr> <th><u>BUDGET PERIOD</u></th> <th><u>DATE</u></th> <th><u>AMOUNT</u></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>04/01/2021 - 03/31/2022</td> <td>\$3,814,500.00</td> </tr> <tr> <td>3</td> <td>04/01/2022 - 03/31/2023</td> <td>\$1,052,500.00</td> </tr> <tr> <td>4</td> <td>04/01/2023 - 03/29/2024</td> <td>\$653,750.00</td> </tr> </tbody> </table>			BUDGET PERIOD	03/29/2019 - 03/31/2021	PERFORMANCE PERIOD	03/29/2019 - 03/29/2024	<u>BUDGET PERIOD</u>	<u>DATE</u>	<u>AMOUNT</u>	2	04/01/2021 - 03/31/2022	\$3,814,500.00	3	04/01/2022 - 03/31/2023	\$1,052,500.00	4	04/01/2023 - 03/29/2024	\$653,750.00
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8	ADMINISTRATIVE INFORMATION <table border="0"> <tr> <td>DUNS/SSN</td> <td>079828663</td> </tr> <tr> <td>REGULATIONS</td> <td>CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td>ATTACHMENTS</td> <td>1 , 2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E1 , E2 , E4 , E5</td> </tr> </table>			DUNS/SSN	079828663	REGULATIONS	CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	1 , 2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E1 , E2 , E4 , E5										
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9	LEGISLATIVE AND FISCAL DATA <table border="0"> <tr> <td>AUTHORITY:</td> <td>PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>CHARTER SCHOOLS</td> </tr> </table>			AUTHORITY:	PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)	PROGRAM TITLE:	CHARTER SCHOOLS												
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PROGRAM TITLE:	CHARTER SCHOOLS																		



US Department of Education
Washington, D.C. 20202

U282M190018

GRANT AWARD NOTIFICATION

CFDA/SUBPROGRAM NO: 84.282M

Table with 10 columns: FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, CATEGORY, LIMITATION, ACTIVITY, CFDA, OBJECT CLASS, AMOUNT. Row 1: 0204M, 2018, 2019, ES000000, B, UL1, 000, 282, 4101C, \$6,479,250.00

10

PR/AWARD NUMBER: U282M190018
RECIPIENT NAME: Scholarship Prep
GRANTEE NAME: SCHOLARSHIP PREP
1010 W 17TH ST,
SANTA ANA, CA null -
PROGRAM INDIRECT COST TYPE: Unrestricted
PROJECT INDIRECT COST RATE:

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

- 1) THE RECIPIENT'S APPLICATION (BLOCK 2);
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS: 2 CFR PART 180, NONPROCUREMENT DEBARMENT AND SUSPENSION AS ADOPTED AT 2 CFR PART 3485; 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND 34 CFR PARTS 75, 77, 79, 81, 82, 84, 86, 97, 98, 99; AND THE PROGRAM REGULATIONS SPECIFIED IN BLOCK 8; AND
3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS IN BLOCK 8 ON THE INITIAL AWARD APPLY UNTIL CHANGED.

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE SECRETARY CONSIDERS, AMONG OTHER THINGS, CONTINUED FUNDING IF:

- 1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM,
2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT,
3) THE GRANTEE HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE GOALS AND OBJECTIVES OF THE PROJECT,
4) THE SECRETARY ESTABLISHED PERFORMANCE MEASUREMENT REQUIREMENTS FOR THE GRANT IN THE APPLICATION NOTICE, THE PERFORMANCE TARGETS IN THE GRANTEE'S APPROVED APPLICATION,
5) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118, 2 CFR 200.327 AND 200.328, AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY,
6) THE GRANTEE HAS MAINTAINED FINANCIAL AND ADMINISTRATIVE MANAGEMENT SYSTEMS THAT MEET THE REQUIREMENTS IN 2 CFR 200.302, FINANCIAL MANAGEMENT, AND 2 CFR 200.303, INTERNAL CONTROLS.

IN ACCORDANCE WITH 2 CFR 200.308(c)(2) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.



**US Department of Education
Washington, D.C. 20202**

U282M190018

GRANT AWARD NOTIFICATION

- (2) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
- (3) You are authorized, in carrying out this grant, to utilize the higher threshold set for micro-purchase and simplified acquisition thresholds for federal assistance under this grant or under a contract you award under this grant established by recent statutory changes. These statutory changes raise the threshold for micro-purchases under Federal financial assistance awards to \$10,000 and raise the threshold for simplified acquisitions to \$250,000 for recipients. These higher thresholds are not effective until implemented in the Federal Acquisition Regulations (FAR) at 48 CFR Subpart 2.1 (Definitions), which has not yet occurred. See 2 CFR 200.67 and 200.88. For FY 2018, OMB is granting an exception allowing recipients to use the higher thresholds in advance of changes to the FAR. Please refer to Office of Management and Budget's Memorandum 18-18 regarding the statutory changes. If you have any questions about these regulations, please contact the program officer identified in Block 3 of this GAN.
- (4) Unless this grant solely funds research, you must comply with new regulations regarding awards to faith-based organizations (FBOs) that provide beneficiary services under this grant or under a contract you award to provide beneficiary services under this grant. These new regulations clarify the rights of FBOs and impose certain duties on FBOs regarding the referral of beneficiaries they serve. See 34 CFR 75.52, 75.712-75.714, appendix A to part 75, and 2 CFR 3474.15. The Department has established a web page that provides guidance on the new regulations, including FAQs and other implementation tools, which is available at <http://www2.ed.gov/policy/fund/reg/fbci-reg.html>. If you have any questions about these regulations, please contact the Education Program Contact identified in Block 3 of this GAN.
- (5) Reimbursement of indirect costs is subject to the availability of funds and statutory and regulatory restrictions. The negotiated indirect cost rate agreement authorizes a non-Federal entity to draw down indirect costs from the grant awards. The following conditions apply to the below entities.

A. All entities (other than institutions of higher education (IHE))

The GAN for this grant award shows the indirect cost rate that applies on the date of the initial grant for this project. However, after the initial grant date, when a new indirect cost rate agreement is negotiated, the newly approved indirect cost rate supersedes the indirect cost rate shown on the GAN for the initial grant. This new indirect cost rate should be applied according to the period specified in the indirect cost rate agreement, unless expressly limited under EDGAR or program regulations. Any grant award with an approved budget can amend the budget to account for a change in the indirect cost rate. However, for a discretionary grant award any material changes to the budget which may impact the scope or objectives of the grant must be discussed with the program officer at the Department. See 34 CFR 75.560 (d)(3) (ii) (part 75 of EDGAR).

B. Institutions of higher education (IHE)

Under 2 CFR part 200, Appendix III, Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), the Department must apply the negotiated indirect cost rate in effect on



**US Department of Education
Washington, D.C. 20202**

U282M190018

GRANT AWARD NOTIFICATION

the date of the initial grant award to every budget period of the project, including all continuation grants made for this project. See 2 CFR Part 200, Appendix III, paragraph C.7. Therefore, the GAN for each continuation grant will show the original indirect cost rate and it applies to the entire period of performance of this project. If the indirect cost rate agreement that is applicable to this grant does not extend to the end of the grant's project period, the indirect cost rate set at the start of the project period must still be applied to the end of project period regardless of the fact that the rate has otherwise expired.

- (6) Continuation funding is contingent upon the grantee providing updated documentation in its Annual Performance Report demonstrating that 1) the grantee meets the definition of a charter management organization (as defined in the NIA); and 2) at least 40 percent of the students across all of the charter schools the grantee currently operates or manages are individuals from low income families, and that the grantee has maintained the same, or a substantially similar, percentage of such students across all of its charter schools during the grant period. Failure to demonstrate compliance with either element of this Specific Condition in accordance with the eligibility requirement and absolute priority may result in the Department taking appropriate administrative action.
- (7) As outlined in the FY 2019 Notice Inviting Applications for New Awards, each grantee must submit an annual performance report (APR) to the Department by the due date established by CSP staff for each project year. In the absence of prior written approval from the Department, the grantee may not draw down funds for project year 2, as outlined in the final Budget Summary form approved by the Department, until after the grantee has (1) completed all project year 1 activities; (2) submitted its APR demonstrating that all project year 1 activities have been completed and that the grantee is making substantial progress; and (3) obtained written approval by the Department to begin project year 2 activities.
- (8) A charter school that previously has received CSP funds for replication or expansion under this program, or for opening a new charter school or replication or expansion under the CSP Grants to State Entities program (CFDA number 84.282A) or CSP Grants to Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-quality Charter Schools program (CFDA numbers 84.282B and 84.282E), may not use funds under this grant to carry out the same activities. However, such charter school may be eligible to use funds under the grant to expand the charter school beyond the existing grade levels or student count.
- (9) The grantee may not drawdown funds under this grant until the grantee has held a post-award conference call with its CSP program officer AND the program officer has approved the grantee's budget narrative with necessary clarifications in writing.

AUTHORIZING OFFICIAL

DATE

Scholarship Prep California has proven success in serving student populations like those proposed in this application. The proposed SP program in this charter is the same that has been implemented in Orange County by SPCA. That charter, opened in 2016, recently received a seven-year renewal due to its placement on the High Performance track for renewal under AB 1505 (2019). SPOC has historically outperformed the surrounding school district, Santa Ana Unified (“SAUSD”), on all academic indicators by wide margins both schoolwide and for all of SPOC’s numerically significant student groups. Scholarship Prep wildly changing outcomes for students – and especially our most vulnerable students.

2022 – ELA	SP-Orange County Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-33.2	-50.4	+17.2
English Learners	-57.0	-89.7	+35.1
Hispanic	-34.2	-52.7	+32.7
F/R Lunch	-36.3	-55.6	+18.5
Students w/ Disab	-78.8	-113.9	+17.9
Homeless	-50.7	-68.6	+19.3

2022– Math	SP-Orange County Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-39.9	-88.2	+48.3
English Learners	-63.6	-115.3	+51.7
Hispanic	-39.5	-90.8	+51.4
F/R Lunch	-42.9	-92.5	+49.6
Students w/ Disab	-66.5	-142.2	+75.7
Homeless	-54.2	-106.7	+52.5

Source: 2022 CA School Dashboard

The Scholarship Prep Oceanside campus also outperformed the surrounding district average schoolwide and for all numerically significant student groups by wide margins. Similarly to SPOC, SPOS is changing the academic trajectory of all students, including our most vulnerable students.

2022 – ELA	SP-Oceanside Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-4.6	-26.4	+21.8
English Learners	-46.3	-77.0	+31.6
Hispanic	-27.3	-44.8	+17.5
F/R Lunch	-33.4	-42.6	+9.2
Students w/ Disab	-95.1	-112.6	+17.5
Homeless	-59.9	-105.3	+45.4

2022– Math	SP-Oceanside Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-29.5	-61.5	+32.0
English Learners	-60.5	-107.8	+47.3
Hispanic	-55.6	-81.8	+26.2
F/R Lunch	-59.2	-79.0	+19.8
Students w/ Disab	-110.7	-139.8	+29.1
Homeless	-75.2	-109.3	+34.1

SPCA has:

- Received a seven-year charter renewal from the Orange County Department of Education, due to our identification as High Performing by the California Department of Education (the top designation for renewal under AB 1505);
- Received \$450,000 from the CDE's Homeless Innovative Programs Grant – only 20 LEAs in the state were selected for this prestigious grant opportunity;
- Received \$396,500 from the California Community Schools Partnership Program – only 20 LEAs in the state were selected for this prestigious grant opportunity;
- Been named a CA Distinguished School;
- Received full WASC accreditation for SPOC and SPOS;
- Received the Educational Results Partnership California Honor Roll Award (2019-20); and
- Received the Charter School Capital Honor Roll Award (2019).



SCHOLARSHIP PREP

TK-8 PUBLIC CHARTER SCHOOLS

SCHOLARSHIPSCHOOLS.ORG

Meet SCHOLARSHIP PREP

Our network of schools is dedicated to serving TK-8th grade students, with four campuses located across Southern California, empowering over 1600 students to achieve their full potential.

We offer robust collegiate-inspired academics, athletics, and art programs, giving Scholarship Prep students a glimpse of the endless possibilities that await them in high school and beyond!



University-Inspired Environment

Our students are motivated to reach higher and dream bigger in an environment with a college-bound mindset. We build enthusiasm and confidence for future success with our university-themed classrooms.

Our goal is that an education at SP will position EVERY student to one day receive a college scholarship, earn a degree, and give back to their community. Setting the expectation, reinforcing the belief, and building the skills ensures that college is not a maybe - it's a definite!

Creating Community Change

Our program is making a dramatic and lasting impact on all students, especially those in underserved populations.

Meet Our Scholars

85%

**Free and
Reduced
Lunch**

80%

**Students
of Color**

30%

**English
Learners**

20%

**Homeless
and Foster
Youth**

11%

**Students
with
Disabilities**

Reach higher. Dream bigger.

With strong academics, pathways to scholarship, and instilling a college-going mindset, Scholarship Prep is breaking through barriers and blazing new trails.



#1 in Math Growth

Ranked #1 for student academic growth in Mathematics for CA public schools as measured by the 2018 results of the CAASPP.



Top 1% in ELA growth

Ranked in the top 1% for student academic growth in ELA for CA public schools as measured by the 2018 results of the CAASPP.



7-Year Charter Renewal

Granted a 7-year renewal from the Orange County Department of Education and designated as High Performing by the California Department of Education.



California Distinguished School Award Recipient

Named a CA Distinguished School in our first year of eligibility.

Scholarship is **STANDARD**

Redefining Ready

College and career readiness starts with an exceptional academic foundation. Our program guides students to meet and exceed academic standards while challenging and empowering them in a nurturing environment.

Problem-Based Learning

Our teachers create engaging classroom environments using collaborative learning activities, driving students' interest and motivation. Problem-based learning addresses essential questions and engages students in real-world problem-solving and critical thinking.

STEM

STEM classes provide students with the tools and knowledge crucial for success in a world increasingly driven by innovation. Our curriculum enables students to delve deeply into the impact of science and technology on everyday life, giving them a fuller understanding of these vital subjects.

Choice Professional Development

Our staff receive comprehensive training through individualized professional development. Staff engage in whole group training, select personalized learning pathways, and receive a stipend to pursue external training opportunities.

Data-Driven Instruction

Our teachers make informed decisions about student progress and instructional strategies by collecting and analyzing data. This approach personalizes learning, identifies areas for growth, and improves student outcomes.



Extracurriculars for Extraordinary Students

We prepare students for a future in which they can receive a college scholarship, earn a degree, and positively impact their community. Our electives program is designed to expose students to opportunities that can lead to scholarship pathways.

Athletics

Our dedicated athletic instructors provide high-quality training free of charge during the school day. This helps families save money and avoid expensive club and gym fees.

By participating in our basketball and soccer electives, students not only improve their athletic abilities but also foster valuable character traits such as teamwork and sportsmanship.



Performing Arts

Performing Arts at Scholarship Prep offer an opportunity for students to expand their imagination and helps them develop their own, unique voice.



Music

Music education improves and stimulates academic performance, logic, and coordination. Students who have early musical training develop the areas of the brain related to language and reasoning.



Studio Arts

Creating art inspires and motivates students to enjoy learning. It also supports the creative and critical thinking skills in demand in today's economy.

Equity is ESSENTIAL



Leading with Love

Our unwavering commitment is to provide free wraparound support and services for students and families to succeed, including a dedication to homeless and foster youth and underserved community members.

Meeting Student Needs



Chromebooks for use on/off campus



Internet access via mobile hotspot



Classroom Resource Centers



Weekly food provisions for students and families



Individual and Group counseling



Staff and teachers who are all trauma-trained



Transportation to/from school (available to homeless/foster youth)



Free before and after-school care



Laundry Service



Summer programs (incl. meals, electives, and instruction)



Dress code-compliant clothing



School supplies (incl. pencils, pens, notebooks, and a backpack)

By offering these services to students and connecting family members to resources, we're closing the achievement gap and changing lives - forever.

Partnerships are **POWER**

Community Connections

Our aim extends beyond the classroom as we strive to provide our families with the necessary resources for their overall well-being.

At Scholarship Prep, we have formed partnerships with community organizations across all our schools to ensure that families have access to a wide range of resources.

Food

- Farmers Markets
- Local Food Pantries

Housing

- Housing/Shelter
- Rent and Utility Assistance

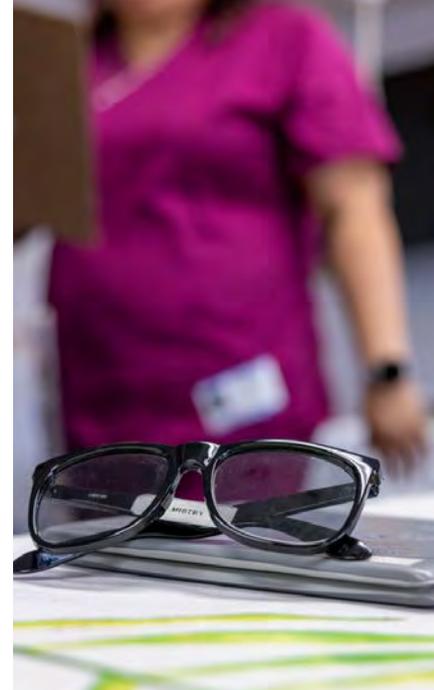
Health and Wellness

- Medical and Dental Assistance
- Counseling
- Addiction and Recovery Assistance
- Clothing

Career and Family

- Employment Assistance
- Interview and Job Training
- Continuing Education
- Child Care
- Caregiver Education Courses

These partnerships benefit both our community partners and our families. While families receive much-needed services and support, our partners can pilot new programs and reach more people in their service area.



Engaged FAMILIES

At Scholarship Prep, we believe in actively engaging families in their children's education. To achieve this, we provide many opportunities for families to enjoy campus life, without the obligation to volunteer.



Building Relationships

- Phone calls and notes home share positive encounters with students
- Weekly teacher newsletters

Open Invitations

- Meet Your Teacher, Back to School Night, Open House, Promotions
- Monthly and Semester awards, Electives Showcases



Educating and Informing

- Coffee with Admin, English Learner Advisory Council, School Site Council
- Workshops (parenting, social media safety, math night, and more!)

Volunteer Opportunities

- In the Classroom, Holiday Events, Pick-up and Drop-off
- Pep Squad: Parent-Teacher Organization



Dynamic TEAMS

Scholarship Prep's mission to bring quality education to students begins with our teachers and faculty.

Career Development

We firmly believe in providing ample professional and skill growth opportunities to our staff as we look to build our team from within. We heavily invest in and encourage staff to grow into their role as mentors for future generations.



Prioritizing Health and Wellness

School staff wellness is more essential than ever. By prioritizing the health and well-being of our team, we facilitate a positive and motivated mindset. In addition to our competitive salaries and comprehensive benefits packages, we offer:

- \$500 Health and Wellness Reimbursement
- Free and confidential online counseling services



Collaborative Mindset

Working collaboratively, our team shares innovative ideas, resources, and feedback to equip our students with the best learning experience. Successes are celebrated, and staff is formally recognized for their invaluable contributions through schoolwide and individual achievement stipends.



Grants and FUNDING

As a trusted educational partner, organizations nationwide have empowered Scholarship Prep to expand our programs and reach more students.

18M

Secured over \$18 million in bond financing for facilities acquisition and building.

12M

Secured \$12 million in funding from the federal CSP (Charter Schools Program) grant for replication and expansion.

450K

Awarded the California Community Schools Partnership Program Grant – only 20 schools or districts in the state were selected for this prestigious grant.

396K

The CDE's HIP grant enables us to share our program supporting students experiencing homelessness with educators across the state.

300K

Community agencies, both local and nationwide, have awarded grants in support of Scholarship Prep's mission and vision.

Our success is a testament to our commitment to providing high-quality education and responsible stewardship of the funds entrusted to us.



REACH HIGHER DREAM BIGGER

770 THE CITY DRIVE SOUTH
SUITE 4200
ORANGE, CA 92868

(714) 795-3729

SCHOLARSHIPSCHOOLS.ORG

Please see the attached charter school agreement between the Scholarship Prep governing board and the Orange County Office of Education. Scholarship Prep - Orange County in California is part of the Scholarship Prep network.

Scholarship Prep - Des Moines proposes a similar charter agreement between the governing board and the Iowa State Board of Education.

The contract may include the following additional language pertaining to duties of the governing board:

The Board of Directors will be fully responsible for the operation and fiscal affairs of Scholarship Prep including but not limited to the following:

- Promote, guard and guide the vision and mission of the school;
- Ensure the school meets its mission and goals;
- Hire SPCA;
- Hire, supervise, and evaluate the Principal with support from SPCA;
- Approve major contractual agreements, as defined in the Fiscal Policies and Procedures Manual;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the school;
- Execute all applicable responsibilities provided for in the Iowa Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary; and
- Approve annual independent fiscal audit and performance report.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Scholarship Prep - Des Moines any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, the adoption of Board policies, or any other duty that may not be delegated under applicable laws. The Board however, will retain ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any
- conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Scholarship Prep - Des Moines' Board decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the application;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-driven school culture.

The model of decision-making is democratic in nature. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, including, but not limited to, an Executive Committee, Audit Committee and Nominating Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Meetings of standing Board Committees will comply with the Brown Act.

**FIRST AMMENDED AGREEMENT BETWEEN
ORANGE COUNTY BOARD OF EDUCATION AND
SCHOLARSHIP PREP
FOR THE OPERATION OF
SCHOLARSHIP PREP CHARTER SCHOOL**

This Agreement is made and entered into this **9th day of May, 2018** by and between the Orange County Board of Education ("Board") and Scholarship Prep, a nonprofit public benefit corporation operating the Scholarship Prep Charter School (hereinafter collectively referred to as "Charter School").

Hereinafter, the Board and Charter School shall be collectively referred to as "the parties," and the Board-designated staff of the Orange County Superintendent of Schools ("County Superintendent") shall be referred to as "OCDE."

I. INTRODUCTORY PROVISIONS

- A. The Board approved the petition of Charter School, for a five-year period beginning on **7/1/2016** through **6/30/2021**, with specific conditions placed upon opening and operations, including entering into this Agreement.
- B. Scholarship Prep is a California non-profit public benefit corporation that will operate the Charter School. Charter School shall ensure that at all times throughout the term of this charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of Scholarship Prep as they pertain to Scholarship Prep Charter School are and remain consistent with the Charter School's Act, all applicable laws and regulations, provisions of the charter, and this Agreement.
- C. The purpose of this Agreement is to set forth the responsibilities of the parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms that are inconsistent with the terms of the charter, the terms of this Agreement shall control.

II. TERM OF AGREEMENT

- A. This Agreement is effective from the date upon which it is approved by the governing boards of each party for the term of the charter, shall be reviewed at least annually but no later than **October 1**, and may be amended at any time with written mutual agreement of the parties. The parties agree that this document may be amended as required by applicable laws and regulations.
- B. Any modification of this Agreement must be in writing, and such amendments may only be submitted to the Board upon the approval of Charter School's Board, and will take effect only if approved by the Board. Likewise, modifications to any appendices, exhibits, or materials incorporated herein by reference may only take effect if approved by the Board and agreed upon by Charter School except where necessary to comply with changes in law or implementing regulations.
- C. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked and closure procedures are completed, as determined by the Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by law or as otherwise set forth in this Agreement.

- D. Any modifications of the approved charter must be in writing and submitted to OCDE for review and determination as to whether such amendments must be submitted to the Board as a material revision to the charter. Such amendments may only be submitted to the Board upon the approval of the Scholarship Prep Charter School board, and will take effect only if approved by the Board.

III. FULFILLING CHARTER TERMS

A. Governance

1. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as they may be amended or added during the term of the charter, including the Public Records Act, the Political Reform Act, Government Code section 1090 et seq. and all applicable conflict of interest laws, federal and state nondiscrimination laws and regulations, and prohibitions against unauthorized student fees.
2. Within **ten (10) working days** of board meetings, Charter School shall provide OCDE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963.

B. Educational Program

1. Local Control and Accountability Plan: Charter School shall comply with all applicable laws and regulations related to the Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP), using the template adopted by the State Board of Education, to OCDE on or before **July 1** of each applicable year. Charter School shall annually update its actions to achieve the goals identified in the charter.
2. Annual Assessment of Students: Charter School shall comply with all state and federal student assessment requirements. Charter School shall test independent of OCDE and shall comply with state requirements for participation and administration of all state-mandated tests. Charter School hereby grants authority to the State of California to provide a copy of all test results from Charter School directly to OCDE as well as Charter School.
3. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study. Charter School may on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness. Any such independent study will be limited to occasional, incidental instances of extended absences and must be fully compliant with all independent study statutes and regulations applicable to charter schools.
4. Family Educational Rights and Privacy Act (FERPA): Charter School, its officers and employees will comply with FERPA at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice in Charter School policies and Parent/Student Handbook.

C. Fiscal Operations

1. Charter School will be directly funded in accordance with Education Code section 47630 *et seq.* Charter School's general purpose entitlement will be calculated in accordance with Education Code section 47633 *et seq.* The parties recognize the authority of Charter School to pursue additional sources of funding.

2. The parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.
3. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. Shared expenses shall be apportioned to each charter school in proportion to its average daily attendance. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchases orders, and other appropriate documentation shall be maintained by the Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request. Each year the Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and the Charter school's auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, the Charter School shall promptly respond as required by Education Code section 47604.3.
4. Charter School shall establish a fiscal plan for repayment of any loans received by Charter School on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans sought for Charter School in excess of five percent (5%) of total budget that are not scheduled to be repaid within the fiscal year, and repayment of loans shall be the sole responsibility of Charter School. In no event shall the Board and/or OCDE have any obligation for repayment of such loans.
5. Fiscal Agent
 - a. The parties agree that neither the Board nor OCDE shall act as fiscal agent for Charter School. It is agreed that the Charter School shall be solely responsible for all fiscal services such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms, but may contract with OCDE for such services by way of a separate written contract.
 - b. Charter School is responsible for establishing the appropriate funds or accounts in the Orange County Treasury for Charter School and for making the necessary arrangements for Charter School's participation in the State Teachers' Retirement System, the Public Employees Retirement System, or social security. Charter School will provide OCDE with documentation that it has arranged to provide these services. Nothing in this paragraph shall be interpreted to mean that Charter School must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured bank or credit union. Charter School acknowledges and agrees that under this provision, any bank records are subject to disclosure to OCDE.
6. Student Attendance Accounting and Reporting
 - a. Charter School shall utilize commercially available attendance accounting software.
7. Oversight Fees
 - a. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in **April** of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.

- b. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School (“Oversight Fee”) in two equal payments during each Fiscal Year: (1) First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about **January 15**; and (2) Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about **June 15**. County Superintendent will bill Charter School for the Oversight Fee that is due and Charter School shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill. If County Superintendent does not receive the payment within the above-specified timeframe, Charter School hereby authorizes County Superintendent to transfer the payment from Charter School account to County Superintendent’s account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill.
- c. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation. Notwithstanding this provision, Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide access to records of Scholarship Prep Charter School and its affiliated charter schools, not just those directly related to Scholarship Prep Charter School, upon request from OCDE in accordance with Education Code section 47604.3.

8. Insurance and Liability

- a. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE have each been endorsed as an additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with nor be excess over any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies, indicates the minimum insurance requirements and is incorporated by reference herein. The Charter School shall forward any written notice to OCDE within **three (3) business days** of any modification, change or cancellation of any of the above insurance coverage. OCDE may request to see evidence of insurance coverage during site visits. It shall be expressly understood that the coverage and limits referenced herein shall not in any way limit the liability of Charter School. In addition, Charter School shall assure that its vendors have adequate insurance coverage for the goods and/or services provided to Charter School to protect the interests of Charter School as well as OCDE, OCBE and the County Superintendent.
- b. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees, from every liability, claim, or demand (including settlement costs and reasonable attorneys’ fees) which may be made by reason of: 1) any injury to volunteers; and 2) any injury to person or property sustained by any person, firm or Charter School caused by any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors,

partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting judgments up to the required Agreements that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.

- c. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.
- d. Inquiries or Requests for Information: Charter School shall inform OCDE within **two (2) business days** of any third-party inquiries by a government and/or regulatory agency.

D. Human Resources

1. STRS and PERS Reporting Requirements: Charter School shall accept and assume sole financial responsibility for any and all STRS and PERS reporting fines and penalties, including any and all financial consequences from the implementation of regulations, or any other action, that renders employees of Charter School ineligible to participate in a governmental defined-benefit retirement plan.

E. Contracts

1. Charter School shall ensure that all contracts for goods and services comply with the criteria noted in Title V, section 11967.5.1. Charter School shall comply with bidding requirements tied to receipt of any state, federal or grant funds that require compliance with more stringent bidding or purchasing requirements. Additionally, Charter School shall specify how prompt responses to reasonable inquiries for records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.
2. A letter of assurance from Charter School that it will make every effort to ensure that the vendor complies with all reasonable inquiries by OCDE for records and information related to this contract.
3. Charter/Education Management Organization Contracts: Charter School shall ensure the following for any C/EMO contract.
 - a. Require that any C/EMO contract that is entered into be in compliance with state and federal law and the charter.
 - b. Require that Charter School ensure that there is language in any agreement (or revision to an agreement) with a C/EMO stating that any provision of the agreement that is in violation of state or federal law or the charter is void.

- c. Upon approval by the Charter School board, Charter School shall provide OCDE a copy of the C/EMO agreement (or revision to an agreement) with this language in it.
- d. All contracts between the Charter School and the C/EMO shall include a provision that the C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code sections 6250 et. Seq.
- e. The Board will review and must approve any charter/education management contract (C/EMO) prior to Charter School entering into the contract.
- f. Any change of C/EMO vendor shall be presented to the Board for approval as a material revision to the charter, if all above requirements are met.

F. Facilities Agreement

1. Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principle school site identified in the charter, and any ancillary facilities identified by Charter School, for at least the first year of Charter School's operation, and evidence that the facility will be adequate for Charter School's needs.
2. A pre-opening site visit will be conducted by OCDE prior to opening of Charter School. Once open, Charter School may change facilities only with prior approval of the Board, which shall not be unreasonably withheld. Following an approved revision to the charter, OCDE will, without unreasonable delay, conduct a site visit of a new or changed Charter School facility prior to students attending the new facilities. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster or inhabitability) the parties may waive the pre-opening site visit.

G. Zoning and Occupancy

1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site, prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or future state law. The facility must meet all applicable health and fire code requirements and zoning laws, in accordance with Education Code section 47610. An OCDE site review of Charter School's facilities will confirm, through documentation maintained by Charter School, that the facilities are clean, safe, American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act compliant, and have the necessary local approvals to operate. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statute and regulations regarding submission of such a request to the school district.
2. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter. The parties agree, should a dispute arise under this section, to meet to attempt to resolve any concerns within ten calendar days of the dispute.

IV. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

V. NON-ASSIGNMENT

No portion of this Agreement or the Charter petition approved by the Board may be assigned to another entity without the prior written approval of the Board.

VI. WAIVER

A waiver of any provision or term of this Agreement must be in writing and signed by both parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that neither party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

VII. NONDISCRIMINATION

The parties recognize and agree that in addition to complying with all nondiscrimination requirements of the Charter Schools Act, including agreement that the Charter School shall not charge tuition, shall be nonsectarian, and pursuant to Education Code section 200 the School shall be open to all students. In addition to these nondiscrimination provisions, Charter School shall not discriminate against applicants or employees on the basis of any characteristics or categories protected by state or federal law. Charter School acknowledges and agrees that it shall comply with all applicable federal and state nondiscrimination laws and regulations as they may be amended.

VIII. NOTIFICATION

All notices, requests and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To OCDE at:

Nina Boyd, Associate Superintendent
Orange County Department of Education
200 Kalmus Drive, Costa Mesa CA, 92628-9050

To Scholarship Prep/Scholarship Prep Charter School at:

Gloria Romero, Executive Director
1010 West 17th Street
Santa Ana, CA 92706

IX. INTEGRATION

This Agreement contains the entire Agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

X. ORDER OF PRECEDENCE

The parties further acknowledge and agree that, unless otherwise noted in this Agreement, any inconsistency in the charter shall be resolved by giving precedence in the following order:

- a) The Agreement/MOU
- b) The Charter
- c) Documents incorporated by reference to the Agreement, including Exhibit A.
- d) The bylaws and articles of incorporation of the nonprofit public benefit corporation operating or acting as the charter school, as applicable.

For Scholarship Prep/
Scholarship Prep Charter School:

Date: 2/20/18

Coloia Romero

Signature

Coloia Romero

Print name

For the Board:

Date: 5/10/2018

Nina Boyd

Signature

Nina Boyd

Print name

EXHIBIT A

INSURANCE COVERAGE AND POLICIES

The Charter School, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below. All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is not available, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. General Commercial Liability with at least \$2,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, Fire Legal Liability, of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Scholarship Prep Iowa Middle School - 6-Year Pro Forma

	2024-25 <i>Planning</i>	2025-26 <i>Year 1</i>	2026-27 <i>Year 2</i>	2027-28 <i>Year 3</i>	2028-29 <i>Year 4</i>	2029-30 <i>Year 5</i>
Projected Enrollment & ADA by Grade						
K-5	-	-	-	-	-	-
6-8	-	75	125	175	200	200
Total Projected Enrollment	-	75	125	175	200	200
Summary of Revenue Programs						
State Aid		\$597,726	\$1,223,797	\$1,767,457	\$2,060,350	\$2,101,557
Local Funds		283,134	579,693	837,216	975,955	995,474
Federal	122,086	308,604	601,769	894,707	1,561,675	589,911
Total Revenues	\$122,086	\$1,189,464	\$2,405,260	\$3,499,381	\$4,597,980	\$3,686,942
<i>Per Pupil Revenue</i>	<i>\$16,115</i>	<i>\$13,982</i>	<i>\$17,176</i>	<i>\$17,719</i>	<i>\$18,073</i>	<i>\$18,435</i>
Summary of Projected Expenses						
Certificated Salaries	\$42,578	\$407,678	\$824,055	\$1,141,522	\$1,309,826	\$1,450,217
Classified Salaries	-	61,678	100,234	124,233	147,537	165,850
Employee Benefits	17,008	245,965	475,274	636,467	724,252	790,686
Total Compensation	\$59,586	\$715,321	\$1,399,563	\$1,902,222	\$2,181,615	\$2,406,753
Books and Supplies	31,250	66,775	120,584	208,982	234,065	193,169
Subagreement Services	-	24,641	44,498	77,118	86,374	89,104
Operations & Housekeeping	-	37,992	68,608	118,903	133,174	137,382
Facilities & Repairs	-	72,790	131,447	227,809	255,151	263,214
Professional Services	-	169,364	289,343	457,640	514,675	528,573
Equipment & Furniture	31,250	11,043	43,153	73,762	619,585	46,511
Total Non-Comp	\$62,500	\$382,606	\$697,632	\$1,164,214	\$1,843,023	\$1,257,952
Total Expenses	\$122,086	\$1,097,927	\$2,097,195	\$3,066,436	\$4,024,639	\$3,664,705
NET INCOME/(LOSS)	\$0	\$91,537	\$308,065	\$432,945	\$573,341	\$22,237
Fund Balance, Beginning of Year	\$0	\$0	\$91,537	\$399,601	\$832,546	\$1,405,888
Fund Balance, End of Year	\$0	\$91,537	\$399,601	\$832,546	\$1,405,888	\$1,428,124
	0.0%	8.3%	19.1%	27.2%	34.9%	39.0%
Instructional Staff Ratio						
School Enrollment	-	75.0	125.0	175.0	200.0	200.0
Certificated Teacher	-	4.4	8.4	10.6	12.3	12.3
Certificated Pupil Support (including SPED)	-	0.3	0.9	1.4	1.4	1.7
Classified Instructional Aides	-	0.5	0.6	0.9	1.0	1.4
Total Instructional Staff	-	5.2	9.9	12.9	14.7	15.4
<i>Student : Instructional Staff Ratio</i>		<i>14.5</i>	<i>12.6</i>	<i>13.6</i>	<i>13.6</i>	<i>13.0</i>
Total Staffing						
Instructional Staff						
Teachers						
Core	-	2.8	5.4	6.9	8.2	8.2
Electives	-	0.9	1.8	2.4	2.4	2.4
SPED	-	0.6	1.2	1.4	1.7	1.7
Total Teacher		4.4	8.4	10.6	12.3	12.3
Other Instructional Staff						
Counselor	-	0.3	0.9	1.4	1.4	1.7
Homeless Liaison	-	0.3	0.6	1.0	1.0	1.4
Classified Instructional Aides	-	0.5	0.6	0.9	1.0	1.4
Total Other Instructional Staff	-	1.1	2.1	3.3	3.4	4.4
Total Instructional Staff	-	5.5	10.5	13.9	15.7	16.8
Administrative Staff - Certificated						
Principal	0.3	0.3	0.3	0.3	0.3	0.3
Assistant Principal	-	-	0.3	0.7	0.7	1.0
Total Administrative Staff - Certificated	0.3	0.3	0.6	1.0	1.0	1.4
Support and Administrative Staff						
Custodial	-	0.3	0.6	0.7	0.7	0.7
Clerical Staff - Classified (FTE)	-	0.6	0.9	1.0	1.0	1.0

Recess Aides	-	0.6	1.2	1.4	1.7	1.7
Total Classified Staff		1.6	2.7	3.1	3.4	3.4
Total Staffing	0.3	7.3	13.9	18.0	20.2	21.5

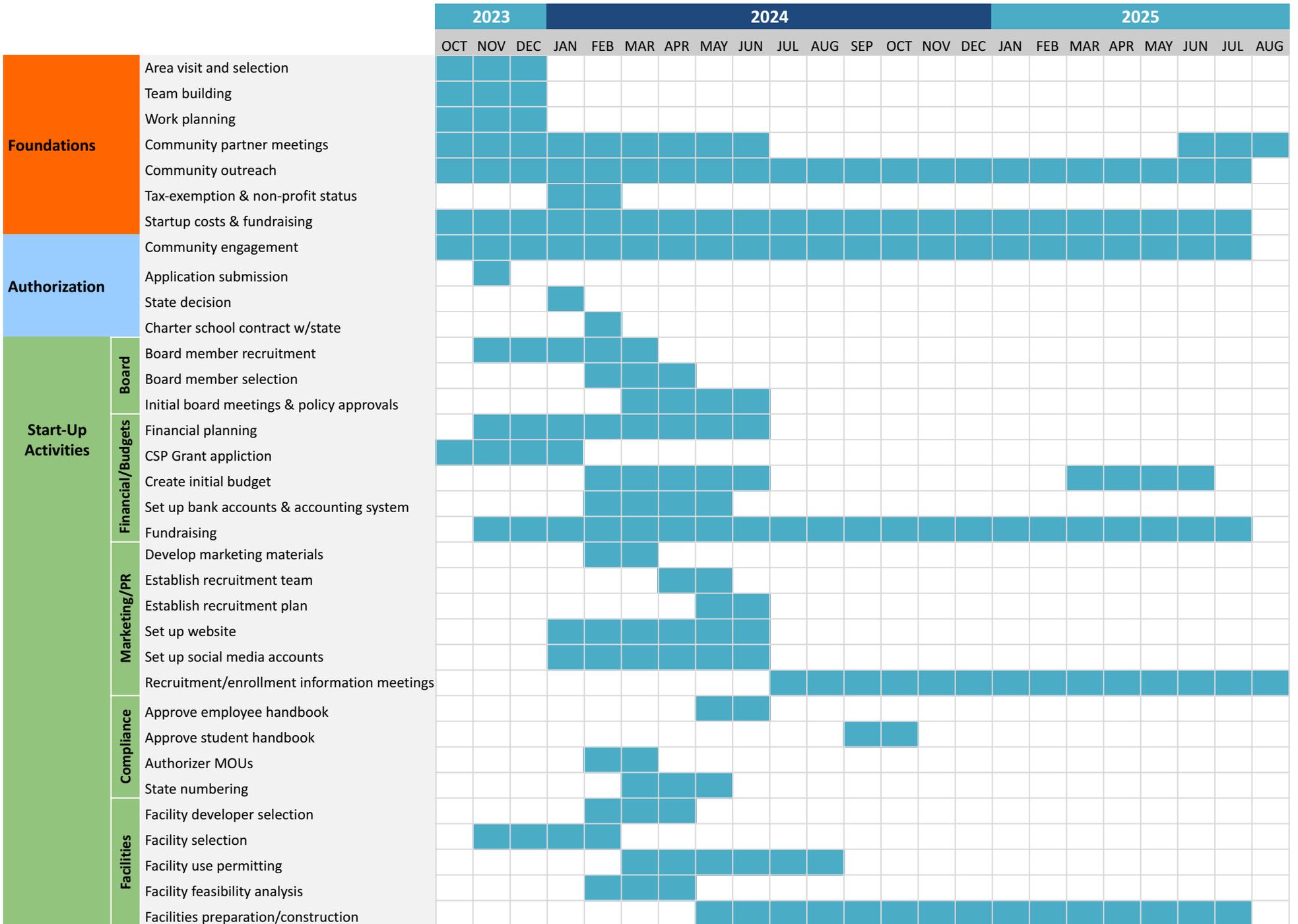
Budget Assumptions:

Rent: \$30,000 per month in Year 1, increasing annually to align with student growth and allocated by enrollment share w/ Elementary School

Federal Revenue: CSP grant to support staff and equipment purchases in planning year. Subsequent years reimburse expansion, equipment & supplies expenses

All Other Revenue: Per pupil funding increases by 2.6% CAGR

Salaries based on Des Moines Public Schools FY23 category averages, raised 3.19% annually



		2023			2024									2025											
		OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	
		Start Up Activities	Hiring	Recruit & hire principal				■	■	■	■														
Recruit & hire office manager								■	■	■	■	■													
		Staff hiring (recruitment/background checks)																							
		Staff on-ramping/PD																							
		Office management training																							
	Systems Development	Attendance/reporting/compliance/scheduling																							
		Secure insurance vendor																							
		Secure benefits vendor																							
		Food services																							
		Transportation																							
	Instruction	Set up technology infrastructure																							
		Instructional planning																							
		Accountability & Academic Targets																							
		Year-long PD Planning for teachers																							
	Ordering	Order furniture & equipment																							
		Order curriculum																							
		Order classroom technology/computers																							
		Order student clothing																							
		Order resource center & rainbow cart items																							
	Enrollment/Parents	Supplies purchasing																							
		Open enrollment																							
		Enrollment lottery																							
		Form Parent Committees																							
		Mascot seelction																							
		First Day of School																							