CHARTER

OF THE

COMMUNITY ROOTS ACADEMY

SUBMITTED AUGUST 16TH, 2010
TO THE CAPISTRANO UNIFIED SCHOOL DISTRICT
CHARTER SCHOOL OFFICE
33122 VALLE ROAD
SAN JUAN CAPISTRANO, CA 92675

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PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing Board of the Capistrano Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Community Roots Academy. Community Roots Academy agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of pupils who are meaningfully interested in having their students attend the school.

By the lead Petitioner:

_____

Name (please print)   Signature   Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing Board.

By the Petitioners:

_____

Name (please print)   Signature   Date

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Name (please print)   Signature   Date

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Name (please print)   Signature   Date

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Name (please print)   Signature   Date

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Name (please print)   Signature   Date

CHARTER OF THE
COMMUNITY ROOTS ACADEMY

A CALIFORNIA PUBLIC CHARTER SCHOOL

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school District structure, as a method to accomplish the following:

a) Improve pupil learning

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

c) Encourage the use of different and innovative teaching methods

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

e) Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system

f) Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Introduction
This proposal establishes a charter school called Community Roots Academy ("CRA"). Community Roots Academy will be within the territorial jurisdiction of the Capistrano Unified School District (the "District") with support services designated and delineated through a mutually agreed upon Memorandum of Understanding ("MOU"). The charter school will provide a voluntary public educational choice for parents with students in grades Kindergarten-8 who choose to have their children educated in an alternative learning environment.

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The charter school will provide high quality instruction and supports to strive to ensure that students make appropriate progress toward achievement of CRA's school-wide outcomes.

This charter school's objective is to provide a vehicle for the delivery of rigorous, challenging educational experiences for students whose families have chosen to educate their children outside of the traditional public setting.

I. EDUCATIONAL PROGRAM

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

Ia. FOUNDING GROUP

Educators, Jeremy Cavallaro and Eve Fein, co-founded Community Roots Academy in order to create an alternative public school where students would develop the knowledge, skills and confidence to successfully negotiate the rapidly evolving landscape of the 21st century. As Mr. Cavallaro and Ms. Fein began to make CRA a reality, they assembled a steering committee made up of a diverse group of professionals whose expertise complements one another, bringing a variety of perspectives to the project. The steering committee's collective experience includes:

- Educational leadership and administration
- Business development and financial management
- Non-profit Board service and development
- Fundraising and development
- School facility management
- Curriculum, instruction and assessment
- Legal expertise

The CRA Steering Committee is made up of a group of passionate individuals with varied expertise who believe in the transformative power of Community Roots Academy to make a difference in the landscape of education and in the lives of the students who will attend the school. In the nine months since the CRA Steering Committee was first convened it has collaborated to decide on the charter school's name, define educational mission and philosophy, determine possible facility locations, create and revise multiple budgets, implement fundraising strategies, plan and facilitate parent information meetings and develop a plan for obtaining support for the petition.

Additionally, Cavallaro and Fein sought to establish a strong positive working relationship with CUSD. They have been meeting with CUSD personnel on an average of every six weeks to seek input, guidance and to keep the District abreast of CRA's progress.

CO-FOUNDERS/SCHOOL LEADERSHIP
Co-Founder Jeremy Cavallaro will serve as Executive Director of Education of Community Roots Academy. Mr. Cavallaro was the principal of Morasha Jewish Day School in Rancho Santa Margarita from 2006-2009, and served as its vice-principal from 2005-2006, where, in addition to his administrative duties, he coordinated the teachers'

professional development program. He also acted as assistant to the principal at the Earth School, a public school of choice in New York City. Mr. Cavallaro has been a teacher at both public and private schools in California, New York, New Jersey, and Vermont for students in grades 1, 3, 4, 5, 7, 8, 9 and 10. In addition to his work in schools, Mr. Cavallaro has developed educational programs, written grants and coordinated special events as a museum educator. In 2008, Mr. Cavallaro completed Harvard University's Principal's Institute. Mr. Cavallaro earned his Master's Degree in Educational Leadership at Bank Street College, a prestigious graduate school dedicated exclusively to education. Mr. Cavallaro is certified to teach and serve as an administrator in New York and California. Mr. Cavallaro is a lifetime learner who is dedicated to education and committed to enhancing the public education opportunities for Orange County students.

Co-Founder Eve Fein will be working full time and without pay during the formative years of the school as Co-Executive Director of Business Development. Driven by her passion for education Ms. Fein co-founded Community Roots Academy. Ms. Fein holds a Bachelor of Arts from UCLA and a Master's Degree in Jewish Education from Hebrew Union College. She spent the past 15 years as the educational leader of the innovative private non-profit elementary school, Morasha Jewish Day School in Orange County. In this capacity, Ms. Fein gained the following skills and expertise that she will bring to her position at Community Roots Academy: staff recruitment, staff supervision, staff employment, oversight of day-to-day school operations, budget development and oversight, fundraising- personal solicitation and event coordination, Board recruitment and Board development, facilitation of the school accreditation process, and facilitation of corporate branding process. Ms. Fein has lived in South Orange County for close to 20 years where she and her husband raised their two children. She is very familiar with the educational landscape of South Orange County and has established many local community contacts.

Committee member Paula Bosza will serve as Office and Facilities Manager. Her role on the steering committee has been primarily facility procurement and management. Ms. Bosza has 15 years experience as facility manager for a private school with experience in facility planning, management, design, operations, safety, maintenance, repair, identification and implementation of energy saving strategies and technology. Ms. Bosza earned a Bachelor of Arts from California Polytechnic University, Pomona in landscape architecture. She is a licensed landscape architect in the state of California.

Committee member Stacy Leimkuhler has served as the Teaching & Curriculum Advisor and will serve as a lead teacher. Ms. Leimkuhler graduated from The George Washington University with a Bachelor of Arts Degree in international affairs. Thereafter, she earned a Master's Degree in education from Teachers College, Columbia University. She holds teaching credentials in New York and California. Most recently, she was the Kindergarten teacher at Morasha Day School in Orange County, California. Previously, Stacy taught middle school in New York City. She is passionate about creating small, personalized learning environments where students are known well by adults, as she believes that this environment – combined with giving students the opportunity to construct their own knowledge – is the key to successful education.

Committee member Lou Silverman is a proposed Board Member. Lou Silverman joined Marina Medical Billing Services as its Chief Executive Officer in August of 2009.

From August of 2008-August of 2009, Mr. Silverman served as Chief Executive Officer of LIfeComm, a wireless health services initiative founded by QualComm. From August of 2000-August of 2008, Mr. Silverman served as President and Chief Executive Officer of Quality Systems Inc., (NASDAQ:QSII), a publicly traded, health care information technology company. During his tenure, Quality Systems grew from $30 million in revenue to $250 million, and the market capitalization of the company increased from $42 million to $1.2 billion. Among a host of awards, Forbes Magazine recognized Quality Systems as one of its 200 Best Small Companies during each of his eight years with the company. Prior to joining Quality Systems, Mr. Silverman was the COO of CorVel Corporation, (NASDAQ:CRVL) a worker's compensation managed care services company. CorVel Corporation was named to the Forbes 200 Best Small Companies list during each year of Mr. Silverman's seven-year tenure with the company. Mr. Silverman is a member of the Board of Directors of Senior Home Care, Loving Care Agency, and Questcor (NASDAQ:QCOR), and an Advisory Board Member for Managed Consultants Network and Insight Diagnostics. He earned a Master of Business Administration from Harvard Business School and a Bachelor of Arts Degree from Amherst College.

Committee member Brad J. Shapiro is a proposed Board Member. Mr. Shapiro, 55, has been engaged in the optical business since 1990. He is currently a Principal in C & E Vision Services, Inc., and Vision West, Inc., both of which are group-purchasing organizations for independent eye care professionals. He is also Principal, Co-Founder and Co-CEO of Rudy Project North America, a sports eyewear company. Prior to entering the optical business, Mr. Shapiro was a corporate and securities lawyer for Skadden, Arps, Slate, Meagher & Flom, a large international law firm, and certain other law firms. Mr. Shapiro holds a Bachelor of Arts Degree in Political Science from the University of Michigan and received his Juris Doctor Degree from the University of Michigan Law School. Mr. Shapiro has 15 years experience serving as a Board Member for a private school in Orange County. Mr. Shapiro lives in Laguna Niguel with his wife Kathy and his three children, two of whom are in college and one who is a senior at Dana Hills High School.

Committee member Jill Sperber is an attorney practicing law with the law firm Irell & Manella, LLP. Prior to joining Irell & Manella, Ms. Sperber was a litigator for several years for Cleary, Gottlieb, Steen, & Hamilton, a large international law firm. Among other accolades throughout her legal career, this year the ACLU is recognizing Ms. Sperber with a social justice award. Ms. Sperber served as a law clerk to the Honorable Gary L. Taylor of the United States District Court for the Central District of California and the Honorable Ferdinand F. Fernandez of the United States Court of Appeals for the Ninth Circuit, and she was an intern to the Honorable Leonard B. Sand of the United States District Court for the Southern District of New York. Ms. Sperber earned a Bachelor of Arts Degree in English from the University of North Carolina at Chapel Hill and a Juris Doctor Degree from Columbia University School of Law.

ADVISORY COMMITTEE AND CONSULTANTS
Community Roots Academy believes in the utilization of experienced professionals to seek expertise in all areas of our operation. We have a volunteer Advisory Committee made up of experts in the following background and skills:

- Technology
- Environmental education

- Fundraising
- Business development
- Educational diversity
- Public Relations and Marketing

Members of the Advisory Committee include: Susan Don (Cisco Systems), Ann Firestone (Fundraiser, Mission Hospital), Jeff Merkow (Identity Group), Dina Eletreby (Head of School, New Horizon Islamic School), Michael Gleason (Tech Room), Jonathan Witt (Ocean Institute) and Lori Whalen and Reginold Durant (Back-to-Natives Restoration).

In addition to professionals in the local community, members of CRA's Steering Committee consulted with several successful charter school developers and spent time visiting their schools. Those with whom they consulted include Allison Suffot-Diaz, Executive Director Of Environmental Charter High School; Kami Coulter Founder and Co-Director of Ocean Charter School; Susan Maas, Executive Director of Design High School; and Gary Jacobs, Founder of High Tech High.

CONSULTANTS

CRA has contracted with ExED to assist with the development of CRA's budgets and overall financial plans. ExEd is one of the oldest and most well-respected charter school business service providers to charter schools, serving over 40 charter schools in Southern California. Additionally, CRA has contracted with Charter School Development Center ("CSDC") to review CRA's petition. Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement and expertise concerning legal, regulatory and practical aspects of charter schools operations and oversight. We have contracted with grant writer, Anjanette Urdanivia to secure the Charter School Planning and Implementation Grant for CRA.

COMMUNITY PARTNERS

A core value and important foundation of CRA is to become an integral part of the community in which CRA is founded. CRA students will become active members and contributors to the local community. CRA has developed partnerships with community-based organization, educational institutions and businesses that can best help achieve its mission and educational goals. CRA's community partners and relationships are outlined in Appendix Section 4.

Ib. STUDENTS TO BE SERVED

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

CRA seeks to attract families that share the school's core beliefs about how learning occurs best and value a strong partnership between families and the school. Families likely to enroll their children at CRA will value an educational program designed to build the skills, knowledge and attitudes that empower individuals to thrive in the future. Target families will seek for their students to learn essential academic, thinking and interpersonal skills through a project-based curriculum while creating meaningful connections to school and community.

The CRA educational program addresses the individual needs of students of all ability levels. CRA shall provide a free, non-sectarian, public education of students in Kindergarten through grade 8. CRA shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, sex, gender, actual or perceived sexual orientation or disability.

Community Roots Academy will begin with 130 students in Kindergarten, 1st, 2nd and 6th grades and add the next higher grade levels each of the four following years. At full capacity, CRA anticipates having 280 students in grades Kindergarten-5 and 90 students in grades 6-8 for a total of 370 students. CRA anticipates that all classrooms will be self-contained, with multiple-subject credentialed teachers providing instruction in all core content areas.

CRA Enrollment/ Faculty Projections					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
K	40	40	40	40	40
1	40	40	40	40	40
2	40	40	40	40	40
3	0	40	40	40	40
4	0	0	30	60	60
5	0	0	0	60	60
6	30	30	30	30	30
7		30	30	30	30
8			30	30	30
TOTAL	150	220	280	370	370
Teaching Staff	7	10	12	15	15

CRA will strive to enroll a student body that is representative of the diversity of the surrounding community and the CUSD as a whole. The California Department of Education ("CDE") cites that CUSD serves a student population that is 64.9% White, 18.7% Latino, 5.3% Asian, 1.3% African American and .2% Pacific Islander. CRA will conduct outreach aimed at recruiting a student body that is representative of the local school District as a whole. Overall, a majority of CUSD students are academically high achieving, with a District API score of 857 in 2009, though there are students needing more intensive support to meet grade level standards. The CDE lists CUSD student achievement on the California Standards Tests (CSTs) as follows:

	English/Language Arts	Mathematics
Advanced	39%	39%
Proficient	34%	31%
Basic	19%	20%
Below Basic	5%	9%
Far Below Basic	3%	1%

Also according to CDE data, 11.8% of CUSD students are classified as English Language Learners (another 6.3% have been redesignated Fluent English Proficient), 19.2% qualify for the federal Free and Reduced Meal program and 8.5% qualify for special education

services. CRA expects that its student body, including students with special learning needs, will look similar to that of surrounding schools in the CUSD.

1c. Educational Philosophy

MISSION
Community Roots Academy ("CRA") is a Kindergarten through eighth grade learning community where learning is embedded in a meaningful real world context and where children are deliberately taught to see the connections between their formal education and the world. Not only do CRA students meet and exceed the California content standards, but they also are enabled as leaders now and for the future by learning to think independently, to solve problems creatively, to articulate their ideas and to work productively while collaborating with diverse people. At CRA, students learn to combine curiosity and application, leading to a deep understanding of content, self-motivation and confidence. These skill sets empower students to take on challenges to become who they want to be and excel beyond their potential.

VISION
CRA is a learning community with rigorous academic standards. We are dedicated to building strong relationships between all of our members. We are a learning environment that embodies the 21st century values we teach and practice. Collaboration, creativity, adaptability, reflection and evaluation are embedded in the CRA philosophy, governance, curriculum and daily operations. CRA supports and values children's different learning styles and reaches all students through meaningful project-based curriculum. Our educators collaborate with community-based organizations to create learning experiences to build efficacy, confidence, empathy, a sense of purpose and connections to the real world. CRA is a place to learn about whom we are and empowers us to grow into the individuals we aspire to be. CRA students graduate as independent thinkers, responsible citizens and active community members.

The school will be a site-based program and anticipates opening with 130 Kindergarten, 1st, 2nd and 6th grade students. The school then will add 3rd and 7th grades in its second year to bring its anticipated enrollment to 275 students. The school will grow to 400 Kindergarten-8 students by year five. CRA will maintain 180 instructional days per year and adhere to the traditional school calendar. Holidays and breaks will be aligned with the CUSD calendar. Additionally, CRA will submit an official calendar one month after CUSD approves its proposed 2011/2012 calendar. A sample calendar is provided in the Appendix.

GUIDING PRINCIPLES
A Community Roots Academy ("CRA") education builds the skills, knowledge and attitudes that empower individuals to thrive in their future.

Values for Today and Tomorrow – CRA instills the skills for success in our global society: mastery of fundamental academic skills in addition to problem solving, critical thinking, collaboration, initiative, effective communication, adaptability and evaluating

information and imagination. We teach and live these values in our philosophy, governance, curriculum and operation.

Project-Based Curriculum – The CRA curriculum includes engaging learning experiences that involve students in complex real-world projects through which they develop and apply skills and knowledge. Project-based learning empowers students with the skills for success for today and tomorrow.

Community Partnership – Community partnership is integral to effective education. Strong communities foster positive development in students. The CRA community includes students, parents, administration, teachers, community-based organizations, universities and national and international educational institutions.

Model Learning Community – At CRA, all members of our professional community continually seek learning and growth opportunities. Faculty and staff participate in an extensive professional development program and also partner with colleagues to foster a challenging academic environment for all. Highly qualified and motivated teachers collaborate in decision-making and develop curriculum while guiding, supporting and evaluating students.

Environmental Stewardship – CRA curriculum, policies and practices are designed to promote environmental awareness and stewardship.

ACTUALIZING OUR GUIDING PRINCIPLES
1. Values for Today and Tomorrow
"We believe there are specific skills and attitudes that make individuals and organizations successful in today's world."
- Mastery of fundamental academic skills (reading, writing and mathematics) is the foundation of an effective education.
- Proficiency at problem solving, critical thinking, collaboration, written and oral communication and evaluation are essential skills for success.
- Adaptability, initiative and imagination are habits of mind that are critical to success.
- All professional members of the Community Roots Academy ("CRA") learning community embrace and utilize these essential skills in their practices.
- CRA's deliberate curriculum and framework enable students in the CRA learning community to develop these skills and habits. CRA's learning environment nurtures close relationships among students and school professionals through modeling, experiential learning and intentional connections to meaningful world experiences.

"We value individuals and their history."
- Teachers implement a multicultural curriculum through units of study that are designed to increase student awareness and appreciation of various world cultures.
- CRA conducts regular Town Meetings where community members gather to learn about their similarities and differences through student work exhibitions and student-led presentations.

- CRA students participate in and host exhibitions showing their work product and what they have learned with the school community and the general public.

2. Project-Based Curriculum
"We believe people learn best through collaboration and experiential learning both inside and outside the classroom."
- Teachers collaborate to create project-based curriculum.
- Partnerships with community-based organizations provide students with opportunities to work together to create connections to the real world and to give back to their community while enhancing their curriculum-based learning.
- The curriculum incorporates field trips and field study to enrich student and teacher learning experiences.
- Teachers plan and examine student work in grade level teams.
- Teachers share their expertise, set and maintain individual professional goals and improve their instructional practices in collaborative teams.

"We teach students problem-solving and critical thinking skills, essential attributes to success in the global marketplace."
- Learning at CRA is based upon inquiry and guiding questions.
- Challenging and relevant texts are integrated into all grade level curriculum.
- Through modeling and instruction, students learn to respect and challenge intellectual ideas, to question responses and to form opinions in an environment free of judgment.
- Students work in cooperative learning groups.
- Through questioning, debate and expression, students examine their points of view, as well as the perspectives of others.
- Students are exposed to a variety of cultures, races, religions, gender, health, political and other belief systems. Students learn to recognize and appreciate the differences and similarities between peoples.

"We believe in authentic instruction and assessment that is adaptable to meet the needs of all learners."
- Students' academic and social growth is measured through portfolio review, informal teacher assessment and analysis of goal setting, in addition to mandated state testing.
- Assessment modifications are made to meet the needs of any individuals with learning differences.
- Assessment is an integral part of the learning process, providing a valuable tool for reflection and growth.

3. Community Partnership
"We believe strong communities foster positive development for students."
- Teachers and school leaders maintain close relationships with students and their families.
- CRA maintains its small size (under 300 students in Kindergarten-5 and in 6-8) to help ensure strong relationships among students and teachers.
- Students maintain positive relationships with all adults working at or in conjunction with CRA through community open work and student advisory.

- The school establishes and maintains partnerships with community-based organizations and educational institutions to integrate expertise and real world connections into our students' learning experiences.
- CRA is committed to parent communication and involvement that is achieved, in part, by:
  - establishing a parent/teacher organization;
  - maintaining a weekly parent communication detailing upcoming events, educator profiles and student work; and
  - keeping parents informed about curriculum and practices through electronic communications and through faculty-led workshops and programs for parents.

4. Model Learning Community
"We are a model learning community."
- CRA supports the professional development of teachers, administrators and school aides through weekly staff meetings, as well as workshops, retreats and learning institutes.
- Teachers plan, create and implement curriculum to best meet the needs and interests of students while exceeding California content standards.
- Teachers also meet to participate in cross-grade planning; teachers and schools leaders examine and continuously re-evaluate the scope and sequence of the curriculum.
- Teachers and administrators work collaboratively on school governance and curriculum review.

"We hold students and staff to rigorous academic standards while developing social and emotional competence."
- Teachers design curriculum for social, emotional and academic competence, challenging students to work to their fullest potential.
- Students, parents and teachers collaborate to create and work toward student goals.
- Interdisciplinary instruction creates a framework where students can approach new and challenging content and real-life situations with confidence.
- Students learn the skills of conflict resolution and participate in advisory groups to build social competency.

5. Environmental Stewardship
"We believe developing an appreciation and responsibility for the natural environment enhances education and individuals lives."
- Students develop an appreciation for the environment through curricular, projects, guided outdoor experiences and overnight trips.
- CRA maintains a Green Team, consisting of teachers, administrators, students, parents and community partners to evaluate our environmental impact and help initiate changes that reduce our ecological footprint.
- Students participate in on-going initiatives to promote conservation and reduce waste on campus.

An Educated Person in the 21st Century

An educated person in the 21st century has the confidence and skills to create the future. In order for an individual to create the future their education will need to instill a profound respect for themselves, others and the world around them.

An educated person in the 21st century is empowered with the desire to continually grow and develop throughout their lives. They have the ability to set goals, create a plan to achieve them and execute their plan. An educated person in the 21st century possesses the ability to critically evaluate information and form opinions while maintaining the confidence to re-evaluate their opinions and beliefs when presented with compelling data. They build on their successes as well as learn from their mistakes.

An educated person in the 21st century is adaptable and has a timeless skill set that will serve them in a rapidly evolving social, cultural, technological and economic landscape. They communicate and collaborate effectively and think creatively and critically to solve problems.

HOW LEARNING BEST OCCURS

CRA has been designed to create a learning environment most conducive to learning for both students and teachers, based on five best practices: 1) in a small school, 2) with a rigorous interdisciplinary core academic curriculum, 3) utilizing project-based instructional methodologies, 4) in a collaborative community of learners, and 5) with community partnerships.

In a small school

CRA's organization and size allow faculty and staff to establish meaningful relationships with students and families. CRA will maintain small class sizes (no greater than 30), lower student to teacher ratio and a smaller overall school (targeting 300 Kindergarten-5 students and 300 6-8 students or fewer). The benefits of small schools are well documented in research and some of the benefits include: improved attitudes towards school, fewer instances of negative social behavior and better attendance especially in areas of low SES and minority students.[1] At CRA, students, families and educators are partners in learning. They develop strong relationships, which foster continuous, honest dialog about students' goals, growth and development.

With a rigorous interdisciplinary core academic curriculum

At CRA, all subject areas and academic disciplines are integrated and interrelated to reflect a real-world learning context. Students will develop proficiency in the core subjects of English Language Arts, Mathematics, Social Studies and Science while working to solve design challenges, problem-based projects and service learning projects. A rigorous academic curriculum based on real world projects and activities increases student achievement, improves retention of concepts and increases both student and teacher motivation. Educational research has identified that effective teaching of a rigorous core curriculum improves reading comprehension and overall student

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[1] Cotton, Kathleen. (1996). Review of Research on Class and School Size. Northwest Regional Educational Laboratory.

performance.[2] Additional research also points to how a rich background of core knowledge improves students' ability to think. Educational psychologist Daniel Willingham explains, "Knowledge comes into play mainly because if we want our students to learn how to think critically, they must have something to think about." Willingham goes on to explain that a solid foundation of core knowledge actually improves thinking by freeing space in working memory, making new knowledge easier to process.[3] Effective teaching of a curriculum rich in core content knowledge will foster CRA students' ability to think critically and to acquire new knowledge while contributing to improved student performance. At CRA, teachers and administrators will collaborate to design and regularly update a rich core curriculum based on California content standards.

Utilizing project-based instructional methodologies
At CRA, we believe a project-based approach to the curriculum is best suited for teaching core academic and 21st century skills and provides the most opportunity for student success. We believe that authentic learning, including design-based, problem-based and project-based challenges, provides students continuous opportunities to discover their passion and give them the ability and desire to explore real world processes and issues. As students work to meet these authentic challenges, they will apply their knowledge from all academic disciplines and build self-confidence as they negotiate some of the challenges of the real world in a safe, nurturing learning environment. At CRA, teachers will collaborate to design and execute projects that will develop students' knowledge base and ability to solve problems , to foster critical thinking and collaboration and to build confidence.

At CRA the project-based approach is inspired by the work of John Dewey and informed by his work at the Laboratory School of the University of Chicago. The goal of the Laboratory School curriculum was to create an environment where students learned to solve social problems and meet social needs by using knowledge gained from past experiences. The activities or experiences in the curriculum were framed in such a manner that the knowledge gained had a meaningful purpose to the students in their present lives.

Dewey believed education was most effective:

> ...when there was no rift between experience and knowledge, when information about things and ways of doing grew out of social situations and represented answers to social needs, when the education of the immature member of society proceeded almost wholly through participation in the social or community life of which he was a member....[4]

At the Laboratory School, Dewey and his colleagues sought to create an environment where individuals learned by their actions and conduct. The reasons for such actions and conduct were clear, serving purposeful functions in the individuals' lives. For example,

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[2] Hirsch, Ed Jr. (2006). *Building Knowledge*. American Educator. (Vol. 30, #1, p. 8-21, 28-29, 50).
[3] Willingham, Daniel. (2006). *How Knowledge Helps*. American Educator. (Vol. 30, #1, p. 30-37).
[4] Mayhew, Katherine & Edwards, Anna. The Dewey School. Atherton Press. New York, New York. 1965. p.6

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in a primitive fishing village, a boy may learn to fish from observing other individuals fishing and by fishing himself. The boy leans these techniques not because he wants to pass a test with little practical meaning, but because his contribution to the village as a fisherman is vital to sustaining the village's existence. The boy's test is life itself; he learns a skill by experiencing it and immediately appreciating (to some extent) his need for such skill.

Like John Dewey and the Laboratory School, CRA seeks to utilize project-based instruction to enable students to be successful at life in their time.

Research provides evidence that students engaged in effective project-based learning demonstrate improved academic achievement, positive attitudes towards learning and increased ability to use higher-level cognitive skills. Moreover, research also indicates students involved in project-based learning demonstrate increased focus on learning and mastery and motivation.[5] Additionally, students of all ability levels engaged in project-based learning demonstrated improved scores on standardized assessments and other performance assessments.[6] Equally important to improved academic performance, multiple studies show students involved in project-based learning have demonstrated and articulated a distinct attitude towards learning and acquisition of knowledge. The juxtaposition of these attitudes are best explained by J. Boaler in research comparing a school using a project-based approach to mathematics and a school using a more traditional approach. He states, "Students taught with a more traditional, formal, didactic model developed an inert knowledge that they claimed was of no use to them in the real world." In contrast, "students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a wide range of settings."[7] Additionally, in a review of research on project-based learning, John Thomas indicates that project-based learning enhances the quality of subject matter knowledge gained by students and increases capacity for higher order cognitive skills such as problem solving and critical thinking.[8] The research on project-based learning suggests great potential for enabling students to build core academic knowledge and skills as well as the capacity to use their knowledge to meet the challenges they will face throughout their lives.

In a collaborative community of learners
At CRA, we believe collaborative learning communities foster positive development for students. The faculty and staff are models of learning and collaboration as they work together and with partnering organizations to design curriculum, make informed decisions and create policies. Students learn to work together on projects and activities deliberately designed to foster student collaboration and development of interpersonal skills. Research suggests a number of benefits of collaborative learning. Learners of any

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[5] Blumenfeld, P.C., et al. (1991). Motivating project-based learning: sustaining the doing, supporting the learning. Educational Psychologist. (p. 369-398).
[6] Barron, B., et al. (1998). Doing with understanding: Lessons from research on problem- and project-based learning. Journal of the Learning Sciences. (p. 271-311).
[7] Boaler, J. (1998). Open and closed mathematics, teaching styles, sex and settings. Buckingham, UK: Open University Press.
[8] Thomas, John. (2000). A Review of Research on Project-Based Learning. The Autodesk Foundation. (p. 35).

age achieve more in collaboration than in competitive or individualistic interaction. Students are more effective interpersonally and are more positive about school, subject matter, teachers and each other in collaborative learning environments.[9] Cooperative learning environments promote: better connections to people, emotional maturity, strong personal identity, the ability to cope with adversity, self-confidence, higher self-esteem, independence and autonomy.[10] CRA's organizational framework is designed for students, families, teachers, administrators and community partners to work together to create and maintain a collaborative learning community through structured interdependent cooperative tasks, individual accountability and a supportive environment.

With community partnerships
Community partners are integral to the CRA curriculum and school community. As financial and human resources for educational institutions and non-profit organizations become scarcer, the need for partnership between like-minded organizations is critical to sustaining the organizations and delivering a high quality, 21st century education.[11] Partnerships with community-based organizations ("CBOs") and educational institutions provide CRA resources to support school organization and development, finances, curriculum and professional development. They will provide students access to experts in various content areas, allowing CRA's students to gain deeper insights into content and act as role models in the 21st century workforce. Additionally, the community partners support teachers in their development and execution of projects that contribute to the school and community. Research has indicated that partnerships between schools and CBOs can help build relationships with parents, foster trust between parents and educators, work to develop parent leadership and even improve student achievement.[12] Our community partnerships enrich CRA on-campus experiences as well as expand our learning environment beyond our classrooms.

GOALS OF THE PROGRAM
Community Roots Academy seeks to enable its students to become self-motivated, competent, life-long learners. CRA students will build capacity for leadership by participating in educational experiences designed to teach problem solving, critical thinking, collaboration, initiative, effective communication, adaptability, evaluating information and imagination. The CRA curriculum will ensure students continuously maintain community involvement through deliberately designed projects, which connect students to the real world and their community. Students receiving a CRA education will become self-sufficient, articulate, independent thinkers who excel in teamwork and evaluating the world around them. CRA students will be prepared to make significant contributions to civic life, the global marketplace and our natural environment greatly

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[9] Roger T. and David W. Johnson. (1988). *Two heads learn better than one.* Transforming Education, Awakening the Full Human Potential...in Everyone. (Adapted from *IN CONTEXT* #18, p. 2).

[10] Roger T. and David W. Johnson. (2009). *An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning.* Educational Researcher. (Vol. 38, #5, p. 365-379).

[11] Wohlstetter, Priscilla and Smith, Joanna. (2006). *Improving Schools Through Partnerships: Learning from Charter Schools.* Phi Delta Kappan. (Vol. 87, #6, p. 464-467).
[12] Warren, Mark., Hong, Soo., Rubin, Carolyn Leung., and Uy, Phitsamay Sychitkokhong. (2009). *Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools.* Teachers College Record. (Vol. 111, #9, p. 2209-2254).

benefiting Orange County, California and the world. In addition, CRA's goal is for students to achieve as well as or better than the average of California public school students. Students will be expected to achieve a minimum of one year of academic growth for each year of study. In addition, it is our goal to meet or exceed those state (e.g., STAR and API) and federal (e.g., No Child Left Behind) standards and goals that apply to charter schools.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLR)
ESLR 1: Students excel and reach their academic potential.
ESLR 2: Students demonstrate 21st century Skills – Logic/Thinking Skills & Social Interpersonal Skills.
ESLR 3: Students demonstrate the ability to use technology and visual and performing arts as learning tools and a means of expression.
ESLR 4: Students demonstrate community responsibility and environmental stewardship.

Id. CURRICULUM AND INSTRUCTIONAL DESIGN

INSTRUCTIONAL METHODOLOGIES
The following instructional methodologies will be the foundation of CRA practices. CRA will seek to hire teachers who have experience using these methods or the desire to learn them. These methodologies are fully supported by CRA's professional development plan.

PROJECT-BASED LEARNING
Description: Project-based learning is a model in which projects are the framework for learning. Projects derive from design-based or problem-based challenges and assignments. Students learn through investigation, decision-making and working autonomously while producing a realistic product or presentation.

At CRA, project-based learning is a school wide learning method that is supported through professional development, resources and mentoring from experienced teachers and administrators.

Project-based learning at CRA is consistent with researchers' definitions of project-based learning ("PBL").[13]
1) PBL projects are central, not peripheral to the curriculum.
2) PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.
3) Projects involve students in a constructive investigation.
4) Projects are student-driven to some significant degree.
5) Projects are realistic, not school-like.

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[13] Thomas, John. (2000). A Review of Research on Project-Based Learning. The Autodesk Foundation. (p. 3-6).

Teachers will utilize a project formula which breaks projects into four phases – Define, Plan, Do, Review. This model, which is proposed by Bernie Trilling and Charles Fadel in their book *21st Century Skills: Learning for Life in our Times*, provides a framework for understanding and instructing effective projects. "The project bicycle" breaks projects into four phases for both teachers and students – Define, Plan, Do, Review. Trilling and Fadel's model provides guidelines for managing project time, balanced instruction, assessment, evaluating learning and facilitating community involvement.[14]

Evidence of Effectiveness: As cited earlier, research evidence suggests that students engaged in effective project-based learning demonstrate improved academic achievement, positive attitudes towards learning and increased ability to use higher-level cognitive skills. In addition, research also indicates students involved in project-based learning demonstrate increased focus on learning and mastery and motivation.[15]

DIFFERENTIATED INSTRUCTION

Description: Differentiated instruction is a teaching method, which enables teachers to customize curriculum and instruction to appropriately challenge each student. Student learning occurs best if tasks and challenges are just a bit beyond their capabilities. This optimum degree of student challenge is known as the zone of proximal development. Differentiated instruction provides teachers a framework to adjust curriculum, assignments, assessments and expectations to meet the needs of each and every learner. CRA will seek to hire teachers with experience in differentiated instruction and support this practice with professional development and mentoring from teachers and administrators.

A "definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible". An example of how this practice might look in a classroom is set forth below.[16]

	Challenged	Average	Gifted
CONTENT What	Three crucial points Three concepts	All aspects of the topic	In-depth study
PROCESS How	Direct instruction of each step in the research process	Modeling Independent work Review and practice	Minimal instruction with probing questions for independent study
PRODUCT	Group paper of three pages with tables or other	Three page paper with tables or other appropriate	Three page paper accompanied by power

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[14] Trilling, B., Fadel, C. (2009). 21st Century Skills Learning for Life in our Times. San Francisco: Jossey-Bass. (p. 97 – 107).

[15] Blumenfeld, P.C., et al. (1991). Motivating project-based learning: sustaining the doing, supporting the learning. Educational Psychologist. (p. 369-398).

[16] Tomlinson, C. A. (2003). *Differentiating instruction for academic diversity*. In J. M. Cooper (Ed.), Classroom teaching skills, 7th ed. Boston: Houghton Mifflin. (p. 149-180).

	Challenged	Average	Gifted
Evaluation	appropriate graphic representations	graphic representations	point presentation with computer generated graphics and tables

Evidence of Effectiveness: Research provides ample evidence that students have a better attitude towards school and are more successful in school if they are taught using methods that are responsive to their readiness levels.[17] Additionally, more recent research has identified more specific benefits of differentiated instruction including greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement and an improved sense of self-competence.[18]

ARTS INTEGRATION
Description: Arts integration is pedagogy where the performing and visual arts are deeply embedded in the core academic curriculum. Teaching of the arts in meaningful connection to core academic knowledge helps students appreciate and understand visual and performance arts while helping to enhance their learning in other disciplines.

At CRA, performing and visual arts will be integrated as part of the core curriculum, playing a major role in helping students interpret a broad range of themes in English language arts, social studies, science and mathematics and as a tool for expressing student learning. At CRA, artistic work will be incorporated into daily and weekly assignments and learning experiences. Students may draw, paint, create models, create plays and songs, tell stories, and write poetry, fiction and non-fiction. Arts integration is a school wide methodology, and CRA will utilize the expertise of arts specialist teachers, grade level teachers and community partners to create learning experiences that incorporate the arts in meaningful ways.

Evidence of Effectiveness: There is a wealth of evidence to indicate the academic and social benefits of integrating visual and performing arts as a part of the core curriculum. Research shows students taking part in learning the visual arts, music, dramatic enactment and dance have demonstrated enhanced cognitive development and organizational abilities, enhanced ability to read and interpret text, improved writing ability, improved spatial reasoning and mathematical ability, increased self-confidence and self-efficacy, enhanced creativity and many other academic and social benefits.[19]

TECHNOLOGY INTEGRATION
Description: Technology integration is an instructional method where students use computers, digital media and other technology as tools for learning and expressing their understanding of core academic concepts. Teachers guide students to build proficiency

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[17] Vygotsky, L. (1986). Thought and Language. Cambridge, MA: MIT Press.
[18] Tomlinson, C. A. (2003). *Differentiating instruction for academic diversity*. In J. M. Cooper (Ed.), Classroom teaching skills, 7th ed. Boston: Houghton Mifflin. (p. 149-180).
[19] James S. Catterall. (2002). *The Arts and the Transfer of Learning*. Critical Links: Learning in the Arts and Student Social and Academic Development. Available online: http://www.aep-arts.org.

in communication, research, organization and presentation of data, document production and self-expression using technology. CRA is committed to developing students' and teachers' capacities to utilize technology to enhance learning. CRA aims to utilize technology integration in all grade levels to some extent. CRA will seek to hire teachers with technological capabilities, and technology integration will be supported by professional development and mentoring from teachers and administrators.

Evidence of Effectiveness: The National Association of School Boards of Education ("NASBE") Study Group on e-Learning concluded, "that e-learning will improve American education in valuable ways and should be universally implemented as soon as possible. Technology is not a solution in isolation, but rather a key component that helps make it possible for schools to address core educational challenges."[20] Additional research has identified trends emerging in studies that indicate that by integrating technology as a tool throughout the disciplines, technology accelerates, enriches and deepens basic skills, motivates and engages students in learning, helps relate academics to the practices of today's workforce, strengthens teaching, contributes to school change and connects school to the world.[21] The potential benefits of using technology as a tool to expand the classroom and instruction are evident in current research.

SOCIAL – EMOTIONAL LEARNING
Description: In recent years a growing number of educators are recognizing the significant impact social and emotional development has on academic achievement. A substantial body of recent research reveals how cognitive development resulting from social and emotional learning frequently transfers into an increased capacity for academic learning. Further, exclusively academic proficiency leaves students unprepared to effectively negotiate the challenges of life. If self-esteem, character and human relationships are neglected, academic performance will suffer and potential will be limited.

Evidence of Effectiveness: Jonathan Cohen, a pioneer in the Social-Emotional Learning Movement, demonstrates how the integration of social-emotional learning throughout the curriculum and school contributes to (1) creating safe, caring and responsive classrooms; (2) enhancing an awareness of self and others; (3) encouraging students to become flexible problem solvers; (4) helping students become more able to cooperate, form relationships, be self-motivating and adopt roles as both followers and leaders; and (5) engaging in long-term planning that includes collaboration among home, school and community.[22]

Additional research on social-emotional learning has indicated, "When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the

[20] National Association of School Boards of Education Study Group on e-Learning ("NASBE"). (2001). *Any time, any place, any path, any pace: Taking the lead on e-learning policy.*

[21] Lemke, C., & Coughlin, E. C. (1998). *Technology in American schools: Seven dimensions for gauging progress. A policymaker's guide.* The Milken Exchange on Educational Technology.
[22] Cohen, Jonathan. (1999). *The First "R": Reflective Capacities.* Educational Leadership. (Vol. 57, p. 70 75).

relationships surrounding each child improves. And, students become the productive, responsible, contributing members of society that we all want."[23] Attending to students' social and emotional well-being clearly contributes to academic success.

INSTRUCTIONAL MATERIALS

The CRA Curriculum and Instruction Committee, a subcommittee of the CRA steering committee, have chosen the initial instructional materials for CRA such as textbooks and assessments. Each of the members of this subcommittee has had prior successful experiences teaching and selecting instructional materials. These textbooks and assessments will serve as the foundation of instructional materials. Further instructional materials may be acquired based on the recommendations of teachers and approval of the Executive Directors.

Each of samples of curriculum submitted has been designed and evaluated by the CRA Curriculum and Instruction Committee. Additional CRA curriculum will be created collaboration among grade level teams and ultimately approved by the Executive Directors. Additionally, CRA intends to submit each curricular unit to CUSD for approval prior to its use with students. All CRA curriculum for grades Kindergarten, 1, 2 and 6 will be submitted no later than June of 2011. Tentatively, selected instructional materials are detailed within each content area section below to provide a greater sense of CRA's curriculum.

One of the expectations for CRA teachers is their participation in and contribution to project development, as projects are a core vehicle for instruction, taking the place of traditional instructional materials in large part. Project development is critical for all CRA teachers and will be fully supported by professional development, teacher mentoring and coaching and designated time for teachers to collaborate in grade level teams, which will be part of CRA's teachers' daily schedule. Teachers will collaborate in grade level teams with performing and visual arts and physical education to create, refine and execute integrated interdisciplinary projects for each grade. Grade level teams will collaborate with other teachers and community partners to integrate fieldwork, physical education, performing arts and visuals arts. Teachers will develop the projects based on the California Content Standards using the Understanding by Design[24] approach along with the 21st Century Learning Bicycle.[25] These frameworks guide teachers to select learning goals for students and create authentic project-based learning experiences, which will accomplish the desired learning goals.

CURRICULUM

The curriculum of Community Roots Academy is designed to teach core academic skills and 21st century skills, while integrating technology, performing arts and visual arts.

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[23] Elias, Maurice J., Zins, Joseph E., Weissberg, Roger P., Frey, Karin S., Greenberg, Mark T., Haynes, Norris M., Kessler, Rachael, Schwab-Staone, Mary E., Shriver, Timothy P. (1997). Promoting Social and Emotional Learning: Guidelines for Educators. Association for Supervision and Curriculum Development. (p. 1 –2).

[24] Wiggins, Grant and McTighe, Jay. (2005). Understanding by Design. Association for Supervision and Curriculum Development.
[25] Trilling, B., Fadel, C. (2009). 21st Century Skills Learning for Life in our Times. Jossey-Bass. (p. 96 - 115).

Project-based learning[26] allows students to best learn all of these skills thoroughly and simultaneously. By taking part in a combination of project-based learning, students learn through experience and reflection as they participate in long-term projects at each grade level. Each grade level's projects share similar frameworks and structures as projects in other grades, but as students develop and learn, the projects become more complex, and students take more responsibility for their learning. The sophistication of the projects can adjust individually, student by student, as each student develops, as well as collectively when students advance grade levels. Community partners are critical to creating and executing the project-based curriculum because they add content area expertise, adult world context and sense of purpose to students' learning.

CRA's Instruction of Core Subjects and 21st Century Skills

The CRA curriculum incorporates the California content standards for each grade level while integrating technology, performing arts and visual arts and health and physical fitness. We believe in order for students to thrive in the future, they need to learn how to use their core content knowledge. Thus, CRA curriculum extends further to teach critical 21st century skills. Specifically, CRA curriculum and instruction teach additional thinking, social and life skills to enable students to be productive and responsible citizens as well as leaders in the workforce. Problem solving, critical thinking, collaboration, initiative, effective communication, adaptability, evaluating information and imagination are all integral elements of the CRA educational program. Students are not just learning content; they are learning how to be self-motivated, competent, life-long learners. As students grow and develop, they continue to hone these skills through their immersion in learning experiences and projects that connect them to the real world in meaningful ways. Students will have the tools to explore any future they desire and the desire to work to create a better future.

Scope and Sequence for Projects

The California content standards are embedded in CRA's project-based, inquiry driven curriculum. The CRA curriculum and instruction is thoughtfully designed to maximize engagement and achievement while building the essential skills for success for today and tomorrow. The curriculum scope and sequence reflects the stages of child development, providing students with cognitive, physical and social challenges that promote positive development. As our students grow as individuals, the curriculum evolves to meet their developmental needs. For instance, the early childhood curriculum focuses on developing basic academic and communication skills, like learning to be a part of a group and understanding what makes up a community, and progresses to reading and interpreting sophisticated texts, presenting points of view and working to make significant contributions to the community in the middle school. As students progress through grade levels, the curriculum content becomes more complex and students take increasing responsibility for their own learning. Students take an active role in planning projects, providing one another feedback, setting expectations and creating assessments. Additionally, students' projects increasingly connect with the adult world, often working

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[26] CRA defines "project-based" as any design-based, problem-based or project-based activity where students are using the knowledge and skills they have gained to create an original demonstration of their learning. Teachers guide students to define design challenges or problems, next plan projects, then execute the project plans, and finally review and reflect on learning.

toward solving problems within the community. In essence, they develop the skills and habits of mind that prepare them to learn and negotiate challenges throughout their lives.

Core Subjects - Course Descriptions

The following is a written description of CRA core subject courses and a matrix of the content and skills being taught at each grade level.

English Language Arts

CRA will closely follow the California content standards, and reading, writing, speaking and listening will be embedded in projects in all courses, but specific, focused literacy instruction will be taught during the Humanities curriculum.[27] CRA Humanities courses will introduce students to the basic components and skills of reading and writing and help students develop into fluent, independent readers, skilled writers and articulate speakers.

Reading

The ability to read fluently and interpret text independently is critical to academic success as well to building a life-long love of reading. In the elementary years (Kindergarten–5), CRA's reading curriculum progresses from the building blocks of reading in Kindergarten to fluency and decoding proficiency in 5th grade. Humanities at CRA will utilize balanced literacy and an integrative approach to reading, blending the best elements of both whole language and code-emphasizing phonics.

Key components of the Kindergarten–5 Balanced Literacy Program include:
Phonics Instruction – building reading and decoding skills through linking letters to sounds to form letter-sound correspondences and spelling patterns to help students learn to read.
Whole Language Instruction – building literacy through focusing on meaning and strategy instruction, such as context and syntax.
Vocabulary Building – explicit instruction vocabulary development.

In balanced literacy -

- **The teacher models by reading or writing to the students within the following modalities:**
    - Interactive Read Aloud
    - Demonstration or Modeled Writing
- **The teacher reads or writes with the students within the following modalities:**
    - Shared Reading
    - Shared Writing or Interactive Writing
    - Guided Reading (contains independent reading with close conferring)
- **Reading and writing is done by the students independently within the following modalities:**
    - Independent reading (with teacher observation and conferring)
    - Writing process (with teacher observation and conferring)[28]

As CRA students progress to middle school they will have mastered decoding and will have a growing vocabulary and require additional reading strategies to continue their development as readers. Middle school students will increasingly use reading, writing and speaking in projects and assessments in all subjects.

Key components of the middle school reading curriculum include:
Independent Reading – Students will have designated class time and a homework expectation of weekly independent reading. Students will set goals for their reading and track their progress on a daily, weekly and monthly basis. Humanities teachers will meet with students to help with book selection, provide support and discuss progress towards goals. CRA students will be competent and critical readers capable of understanding text on a variety of levels.

Literacy Circles – Students are assigned or choose groups based on any number of teacher specifications or students' choices. Each group meets regularly to discuss various literary themes, questions, author's purpose and similar topics. During each meeting, students take on roles and responsibilities to conduct the meetings. Students summarize, define new vocabulary, create character and plot maps, create questions and answer teacher questions about the text to prepare for the discussion group. When the group meets, they review their work, discuss the text and choose a reading goal for the next meeting. Between meetings, the group members work independently to prepare for the next meeting.

Writing

Writing is a critical component of all aspects of the CRA curriculum for all grade levels. Students receive specific instruction in various types of writing, the writing process, grammar and mechanics throughout the Humanities curriculum. CRA will primarily utilize two main strategies for writing instruction, Writer's Workshop and Writing Across the Curriculum.

[28] Fountas, Irene and Pinnell, Gay Su. (2001). *Guiding Readers and Writers/Grades 3-6*, Portsmouth: Heinemann.

Writer's Workshop – Students learn throughout the writing process including brainstorming, drafting, editing and final publication. Students learn to develop their ideas while writing about topics that are important to them in frequent writing sessions. In the Writer's Workshop model, teachers explain the writing process and offer instruction in writing during mini-lessons. At the heart of the Writer's Workshop are teachers conferencing with students to offer guidance and to discuss the aspects of writing that are relevant to students and their current work. Teacher conferencing is highly personalized so that students focus on grammar, style or other aspects of writing according to their needs, in addition to topics addressed in mini-lessons. Students make repeated revisions while editing their works after feedback from peers and teachers. After sufficient revisions, students create a published piece to share.

Writing and Thinking Across the Curriculum ("WTAC") – was designed by John Collins as a system for using specific types of writing throughout the entire curriculum. WTAC uses five different types of writing assignments to create a tiered system that can be assigned and assessed quickly. It can be used to assess knowledge, check student participation and edit writing efficiently. The five types of writing create a framework with clear expectations for students and multiple opportunities for success. The WTAC types of writing are:

Type 1 Capture Ideas – This writing shows the writer has engaged in brainstorming or list making, with a required minimum number of items or lines.

Type 2 Responding Correctly – This writing shows the writer knows something about a topic or has thought about the topic.

Type 3 Edit for Focus Correction Areas – This type of writing has substantive content and meets three specific standards called focus correction areas. It is read out loud and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read and meets standards set by the focus correction areas. Revisions and editing are done on the original work.

Type 4 Peer Edit for Focus Correction Areas – This type of writing involves Type 3 writing that is read aloud and critiqued by another. It involves two drafts of the original work.

Type 5 Publish – This writing is of publishable quality. Multiple drafts of the original work are involved.

CRA teachers of all grades will be trained to use WTAC and implement the five types of writing in their classroom.

Speaking and Listening

The CRA Humanities curriculum features frequent opportunities to practice and receive feedback and instruction on public speaking and effective listening. All students will have the opportunity to practice public speaking regularly and complete a major project involving a public speaking component each year. Additionally, students will be guided by teachers to facilitate conversations, meetings, answer questions and present points of view through immediate feedback and conferencing.

In addition to using resources available through the Teachers College Reading and Writing Project and WTAC, the English Language Arts program at CRA will use resources from the *Scott Foresman Reading Street* in Kindergarten-5 classrooms. This

series emphasizes continuous monitoring of student progress and will contribute to the balanced approach to reading and writing instruction at CRA.

At the middle school level, English Language Arts classrooms will be equipped with resources from *Prentice Hall Literature* as a means to enhance instruction. The *Prentice Hall Literature* program draws from the theory of Understanding by Design to deliver explicit reading and writing instruction through a focus on essential questions.

Both the *Scott Foresman Reading Street* and *Prentice Hall Literature* programs are aligned with state English Language Arts content standards and are approved for use in classrooms by the California Department of Education.

Mathematics

The CRA mathematics curriculum closely follows the California content standards. Students will develop skills in number sense, measurement, geometry, algebra and mathematical reasoning. Although math skills will be utilized throughout CRA projects and curriculum, the mathematics block will be when math skills are isolated, practiced and reviewed for mastery. Students progress from learning the basics of counting and computation to use logic and mathematical thinking to solve problems.

PACING AND ADDRESSING INDIVIDUAL NEEDS
At CRA, we recognize that mathematics can be a somewhat linear learning process where certain knowledge and skills need to be mastered before progressing to a more complex task or activity. As in all subjects, CRA utilizes activities that provide appropriate mathematical challenges for students of all abilities. Teachers will closely monitor and document students' progress, then use differentiation and student grouping to create multiple pathways for learning and student scaffolding. In order to accommodate the wide range of student ability levels, teachers may choose to group students according to ability.

All grade levels (Kindergarten-8) will use the *enVisionMATH* series within the math program at CRA. *enVisionMATH*, published by Scott Foresman-Addison Wesley, incorporates a problem-based approach into its program and includes an assessment component that will supplement CRA's project-driven curriculum. It is approved by the State of California for use in classrooms.

Social Studies

Social Studies
The Kindergarten-5 social studies program at CRA will use Scott Foresman's *History-Social Science for California*. This program was selected for its flexible, comprehensive approach to the content and compatibility with a project-based approach to social studies. It is aligned with state social studies standards and approved by the state of California for use in classrooms.

Grades six, seven, and eight will use *Ancient Civilizations*, *Medieval and Early Modern Times*, and *America: History of Our Nation, Independence Through 1914*, respectively. These texts are part of a three-book series published specifically for California middle

grades students by Prentice Hall and are based upon state social studies standards. They provide a wealth of resources that help students connect the past to the present. The Prentice Hall series is approved by the state of California.

The middle school program will also feature portions of *History Alive!* as a supplement to the project-based approach. This program, published by TCI, focuses on creating a deep understanding of the content in units planned according to Understanding by Design. It places an emphasis on analyzing the content from a variety of perspectives and through multiple methods, thus addressing the needs of all learners. *History Alive!* is aligned with California's state standards for the social sciences.

Science

At CRA, the science curriculum closely follows the California content standards. Students are able to explore their natural curiosity in the world around them. Even the youngest students use the scientific method to investigate the physical, life and Earth sciences. Students learn to ask questions and teachers guide students in hands-on experimentation to find answers and solutions.

The Kindergarten-5 science program will utilize the *National Geographic Science* texts to complement the project-based curriculum. *National Geographic Science* integrates reading into the content area highlights and the everyday application of scientific concepts through colorful, high-interest books that encourage scientific inquiry. Published in partnership with Hampton-Brown, the texts are aligned with the California state standards for science.

National Geographic plans to extend its science texts to the middle grades by the start of the 2011-2012 academic year. In order to enhance continuity with the elementary grades, CRA intends to utilize *National Geographic Science* in its middle school program as well. Should it be necessary to use an alternative program, CRA will use the *Prentice Hall Science Explorer*.

CRA retains the right to supplement or select alternate textbooks in order to best meet the needs of its students.

Scope and Sequence

Kindergarten

English Language Arts	
Reading	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. **2.0 Reading Comprehension** Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). **3.0 Literary Response and Analysis** Students listen and respond to stories based on well-known characters, themes, plots, and settings.
Writing	**1.0 Writing Strategies** Students write words and brief sentences that are

		legible.
Listening and Speaking	**1.0**	**Listening and Speaking Strategies** Students listen and respond to oral communication. They speak in clear and coherent sentences.
	2.0	**Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of their organization and delivery strategies outlined in Listening and Speaking Standard.
Math		
Number Sense	**1.0**	Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).
	2.0	Students understand and describe simple additions and subtractions.
	3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.
Algebra and Functions	**1.0**	Students sort and classify objects.
Measurement and Geometry	**1.0**	Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
	2.0	Students identify common objects in their environment and describe the geometric features.
Statistics, Data Analysis, and Probability	**1.0**	Students collect information about objects and events in their environment.
Mathematical Reasoning	**1.0**	Students make decisions about how to set up a problem.
	2.0	Students solve problems in reasonable ways and justify their reasoning.
Social Studies		
Historical and Social Sciences Analysis Skills	**Chronological and Spatial Thinking** 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.* 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or a globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. **Research, Evidence, and Point of View** 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical		

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	documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. **Historical Interpretation** 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events. 4. Students conduct cost-benefit analyses of historical and current events.

Learning and Working Now and Long Ago	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.** **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.** **K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.** 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. **K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.** **K.6 Students understand that history relates to events, people, and places of other times.** 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veteran's Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

	3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
Science	
Physical Sciences	1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept: a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.
Life Sciences	2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). b. *Students know* stories sometimes give plants and animals attributes they do not really have. c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
Earth Sciences	3. Earth is composed of land, air, and water. As a basis for understanding this concept: a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
Investigation and Experimentation	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. c. Describe the relative position of objects by using one reference (e.g., above or below). d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). e. Communicate observations orally and through drawings.

First Grade

English Language Arts	
Reading	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. **2.0 Reading Comprehension** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). **3.0 Literary Response and Analysis** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). **4.0 Literary Response and Analysis** Students listen and respond to stories based on well-known characters, themes, plots, and settings.
Writing	**1.0 Writing Strategies** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions). **2.0 Writing Applications (Genres and Their Characteristics)** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
Listening and Speaking	**1.0 Listening and Speaking Strategies** Students write and speak with a command of standard English conventions appropriate to this grade level. **2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Math		
Number Sense	1.0	Students understand and use numbers up to 100.
	2.0	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
	3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.
Algebra and Functions	1.0	Students use number sentences with operational symbols and expressions to solve problems.
Measurement and Geometry	1.0	Students use direct comparison and nonstandard units to describe the measurements of objects.
	2.0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.
Statistics, Data Analysis, and Probability	1.0	Students organize, represent, and compare data by category on simple graphs.
	2.0	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.
Mathematical Reasoning	1.0	Students make decisions about how to set up a problem.
	2.0	Students solve problems and justify their reasoning.
Social Studies		

A Child's Place in Time and Space	**1.1 Students describe the rights and individual responsibilities of citizenship.** 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.** 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.** 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. **1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.** 1. Examine the structure of schools and communities in the past. 2. Study transportation methods of earlier days.

	3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. **1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.** 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore and other sources. **1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.** 1. Understand the concept of exchange and the use of money to purchase goods and services. 2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Science	
Physical Sciences	1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. *Students know* solids, liquids, and gases have different properties. b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.
Life Sciences	2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. *Students know* both plants and animals need water, animals need food, and plants need light. c. *Students know* animals eat plants or other animals for food and also may use plants or even other animals for shelter and nesting. d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

	e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Earth Sciences	3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. *Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. *Students know* the sun warms the land, air, and water.
Investigation and Experimentation	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements. c. Record observations on a bar graph. d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of). e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Second Grade

English Language Arts	
Reading	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. **2.0 Reading Comprehension** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal. **3.0 Literary Response and Analysis** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of

		the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.
Writing	**1.0**	**Writing Strategies** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
	2.0	**Writing Applications (Genres and Their Characteristics)** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
Written and Oral English Language Conventions	**1.0**	**Written and Oral English Language Conventions** Students write and speak with a command of standard English conventions appropriate to this grade level.
Listening and Speaking	**1.0**	**Listening and Speaking Strategies** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
	2.0	**Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Math		
Number Sense	**1.0**	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
	2.0	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
	3.0	Students model and solve simple problems involving multiplication and division.
	4.0	Students understand that fractions and decimals may refer to parts of a set and parts of a whole.
	5.0	Students model and solve problems by representing, adding, and subtracting amounts of money.
	6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousand places.
Algebra and Functions	**1.0**	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
Measurement and Geometry	**1.0**	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.
	2.0	Students identify and describe the attributes of common figures in the plane and of common objects in space.
Statistics, Data Analysis, and Probability	**1.0**	Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.

	2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
Mathematical Reasoning	**1.0** Students make decisions about how to set up a problem.
	2.0 Students solve problems and justify their reasoning.
	3.0 Students note connections between one problem and another.
Social Studies	
Historical and Social Sciences Analysis Skills	**Chronological and Spatial Thinking** 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.* 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. **Research, Evidence, and Point of View** 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. **Historical Interpretation** 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events. 4. Students conduct cost-benefit analyses of historical and current events.

People Who Make a Difference	Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.
	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.** 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California. **2.3 Students explain governmental institutions and practices in the United States and other countries.** 1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force. **2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.** 1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

	3. Understand how limits on resources affect production and consumption (what to produce and what to consume). **2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**
Science	
Physical Sciences	1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. *Students know* the position of an object can be described by locating it in relation to another object or to the background. b. *Students know* an object's motion can be described by recording the change in position of the object over time. c. *Students know* the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. d. *Students know* tools and machines are used to apply pushes and pulls (forces) to make things move. e. *Students know* objects fall to the ground unless something holds them up. f. *Students know* magnets can be used to make some objects move without being touched. g. *Students know* sound is made by vibrating objects and can be described by its pitch and volume.
Life Sciences	2. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. *Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. *Students know* there is variation among individuals of one kind within a population. e. *Students know* light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. f. *Students know* flowers and fruits are associated with reproduction in plants.
Earth Sciences	3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: a. *Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. *Students know* smaller rocks come from the breakage and weathering of larger rocks. c. *Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. d. *Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.
Investigation and Experimentation	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate

	tools and express those measurements in standard metric system units.
	c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
	d. Write or draw descriptions of a sequence of steps, events, and observations.
	e. Construct bar graphs to record data, using appropriately labeled axes.
	f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
	g. Follow oral instructions for a scientific investigation.

Sixth Grade

English Language Arts		
Reading	**1.0**	**Word Analysis, Fluency, and Systematic Vocabulary Development** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
	2.0	**Reading Comprehension (Focus on Informational Materials)** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.
	3.0	**Literary Response and Analysis** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.
Writing	**1.0**	**Writing Strategies** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
	2.0	**Writing Applications (Genres and Their Characteristics)** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
Written and Oral English Language Conventions	**1.0**	**Written and Oral English Language Conventions** Students write and speak with a command of standard English conventions appropriate to this grade level.
Listening and Speaking	**1.0**	**Listening and Speaking Strategies** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
	2.0	**Speaking Applications (Genres and Their Characteristics)** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Math		
Number Sense	1.0	Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.
	2.0	Students calculate and solve problems involving addition, subtraction, multiplication, and division.
Algebra and Functions	1.0	Students write verbal expressions and sentences as algebraic expressions

	and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.
	2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
	3.0 Students investigate geometric patterns and describe them algebraically.
Measurement and Geometry	**1.0** Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
	2.0 Students identify and describe the properties of two-dimensional figures.
Statistics, Data Analysis, and Probability	**1.0** Students compute and analyze statistical measurements for data sets.
	2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.
	3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events.
Mathematical Reasoning	**1.0** Students make decisions about how to approach problems.
	2.0 Students use strategies, skills, and concepts in finding solutions.
	3.0 Students move beyond a particular problem by generalizing to other situations.
Social Studies	
World History and Geography: Ancient Civilizations	**6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**
	1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
	2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
	3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
	1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
	2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
	3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
	4. Know the significance of Hammurabi's Code.
	5. Discuss the main features of Egyptian art and architecture.

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

7. Understand the significance of Queen Hatshepsut and Ramses the Great.

8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.

3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita;* medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

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	6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. 4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. 6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). 7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
Science (focus on Earth sciences)	
Plate Tectonics and Earth's Structure	1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept: a. *Students know* evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. b. *Students know* Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. c. *Students know* lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. d. *Students know* that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. e. *Students know* major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. f. *Students know* how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics. g. *Students know* how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface	2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept: a. *Students know* water running downhill is the dominant process in shaping the landscape, including California's landscape. b. *Students know* rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns. c. *Students know* beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves. d. *Students know* earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.
Heat (Thermal Energy) (Physical Sciences)	3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept: a. *Students know* energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. b. *Students know* that when fuel is consumed, most of the energy released becomes heat energy. c. *Students know* heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter). d. *Students know* heat energy is also transferred between objects by radiation (radiation can travel through space).
Energy in the Earth System	4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept: a. *Students know* the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light. c. *Students know* heat from Earth's interior reaches the surface primarily through convection. d. *Students know* convection currents distribute heat in the atmosphere and oceans. e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather.
Ecology (Life Sciences)	5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept: a. *Students know* energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. c. *Students know* populations of organisms can be categorized by the functions they serve in an ecosystem. d. *Students know* different kinds of organisms may play similar ecological roles in similar biomes. e. *Students know* the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
Resources	6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept: a. *Students know* the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process. b. *Students know* different natural energy and material resources, including

	air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. c. *Students know* the natural origin of the materials used to make common objects.
Investigation and Experimentation	7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Develop a hypothesis. b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. d. Communicate the steps and results from an investigation in written reports and oral presentations. e. Recognize whether evidence is consistent with a proposed explanation. f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map. g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions). h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

At CRA, instruction of all students with learning differences, including high achieving students', low achieving students', English Language Learners' and special education students' academic programs, will be considered on an individual and case by case basis. In order to meet the diverse needs our student population, CRA will utilize a combination of push-in and pull-out instruction to best serve each student. In Community Roots Academy's approach to educating students with learning differences we will consider each student and design an instructional approach to best suit those individual's needs. We will primarily use a push-in model, where an additional instructor works with a student or small groups of students within the regular classroom. Using this approach, students can get the additional assistance to help them succeed at grade level activities without sacrificing instructional time from the regular curriculum. Examples of push-in assistance can include clarifying instructions, dividing assignments into smaller steps or components, modeling reading and writing strategies, extra coaching and immediate feedback on assignments, etc. Additionally, all CRA classrooms will utilize independent instruction or self-initiated skills practice such as flashcards, puzzles, games and technology, which have demonstrated success in supporting learning in students with learning differences.[29]

In addition to push-in strategies, pull-out strategies will be utilized for students with needs that are better met individually or in small groups outside the regular classroom. Examples of pull-out instruction might be working with English Language Learners on content specific vocabulary, previewing a reading selection with a struggling reader or re-teaching a specific math concept. These activities are best done as pull-out activities because they focus on specific isolated skills in an effort to support the regular classroom

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[29] Tomlinson, C. A. (2003). *Differentiating instruction for academic diversity*. In J. M. Cooper (Ed.), *Classroom teaching skills*, 7th ed. Boston: Houghton Mifflin.

instruction. The skills practiced are integral to a student's success within the regular classroom setting.

1e. Plan for Students Who Are Academically Low Achieving

CRA will help academically low achieving students succeed with (1) curriculum that engages student interest with real world relevance and active learning strategies, (2) a supportive school environment where each student's personal and academic needs are known well and (3) the systematic use of academic supports and interventions to meet the needs of academically low-achieving students. Extra help will support students to keep pace with class work, and targeted academic interventions will address individual learner needs through backfilling academic skills needed to bring students up to grade level performance (see Student Success Team section below). Teachers will participate in professional development to address students' special needs, including those of low achievers, and will use a curriculum planning process that prompts for differentiated planning of instruction to address the special needs in their classes. CRA will use Supplemental Hourly Funding to provide additional instruction through programs, which may include extended day program, early day program, Saturday program and/or summer school. If needed, CRA may adjust individual students' daily schedules to provide additional support to students during the regular school day.

CRA will identify students who are performing below grade level through the results of California Standards Tests ("CSTs") and from CRA's assessments. Staff will be trained to identify and monitor the progress of students who are struggling to stay at grade level. CRA will emphasize to instructional staff that raising the academic achievement of these students is not only a moral imperative, it is also a factor in the Academic Performance Index ("API") and in Annual Yearly Progress ("AYP"). Instructional staff will monitor progress of academically low achieving students throughout the year to ensure that students are on track for meeting growth goals. Services for academically low achieving students will begin with an assessment of student abilities and needs. Student supports and interventions will be adjusted as needed to address their specific needs. Depending on identified needs, students will receive one or more of the following interventions.

- Instructional activities and/or materials modified to accommodate different academic needs, interests and learning styles
    i. In projects, student choice and involvement allows flexibility for teachers to work with students to customize project plans and expectations to address student needs.
    ii. Through arts and technology integration, teachers can create project extensions and supplemental activities based on student ability and interests.
    iii. Flexible and fluid student groupings provides academically low achieving students opportunities to participate both in specialized groups consisting of only academically low achieving students and in heterogeneous groups. In specialized groups, students benefit from a pace and content tailored to their skill level and needs. When heterogeneous groups are used strategically, academically low achieving students benefit from the skills modeled by more advanced students. Additionally, students' participation in multiple groups

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recognizes that not all students are low achieving in all areas. Students can get appropriate level challenges to meet their individual learning needs and to provide students the most opportunities for success.

- Additional help during the school day from teachers, support staff, peers, and/or volunteer tutors.
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level.
- Student Success Team meetings with school personnel and the parent or guardian (optional) for students still not achieving at grade-level standards to review the above strategies and plan for new ones.

If. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

CRA also is an ideal environment for high achieving students. Students who demonstrate an ability to advance at a faster pace or a higher cognitive level will be academically challenged by CRA's curriculum and flexible instructional practices. Teachers are expected to adjust assignments and expectations to maximize student success while maintaining a rigorous curriculum. Students will be encouraged and supported to reach beyond the grade-appropriate state standards to pursue their own interests and learn at their own pace. Teachers will modify instruction as needed to engage and challenge each student at his or her level. Staff will also guide learners to extracurricular enrichment activities that happen throughout the year.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low performing students, using the results of the CSTs and CRA's assessments. Modifications for academically high achieving students will begin with an assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the following interventions.

- Instructional activities and/or materials modified to accommodate different academic needs, interests and learning styles
    i. In projects, student choice and involvement allows flexibility for teachers to work with students to customize project plans and expectations to address student needs. Due to the deep, complex, rigorous, and integrated nature of project-based learning, academically high achievers are encouraged to be creative, develop their strengths, take risks, and extend their learning.[30] Project-based learning provides a natural opportunity for students to actively direct their learning and to work on complex problems and issues that have multifaceted solutions.
    ii. Through arts and technology integration, teachers can create project extensions and supplemental activities based on student ability and interests.

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[30] Spencer J. Salend. (2005). Creating Inclusive Classrooms: Effective and Reflective Practices for All Students (5th Edition). Pearson Merrill Prentice Hall.

iii. Acceleration is an instructional strategy used to advance the pace of instruction to the student's advanced abilities when other forms of instruction at grade-level do not provide an intellectual or academic challenge.

iv. Flexible and fluid student groupings provide academically high achieving students opportunities to participate in groups consisting of only highly able students so they may receive instruction at an advanced pace and accelerated level. In these advanced groups, students benefit from the challenging pace and content as well as scaffolding from other advanced students. Additionally, students' participation in multiple groups recognizes that not all students are gifted in all areas. Students can get appropriate level challenges to meet their individual learning needs and to provide students the most opportunities for success.

- Learning activities above grade level, including with older students on a variety of activities, such as multiage groupings in mathematics.
- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. (Research shows that people deepen understanding through the process of teaching others).
- Participation in enrichment activities during or after school.

GIFTED AND TALENTED STUDENTS

CRA will accommodate the needs of gifted and talented students, both those previously identified at other schools and those identified through the CRA Identification Process. At CRA, gifted and talented students will be identified on their intellectual, academic, creative and leadership abilities. CRA curriculum and instructional practices are flexible enough to accommodate and appropriately challenge gifted students in all subject areas. The identification of gifted and talented students at CRA is a four-step process.

1. Identification and referral – Teachers and administrators nominate potential candidates.
2. Screening/Review – School administrator or designee screens students by reviewing existing data – cumulative report cards, portfolios, report cards, progress reports and standardized test data; students can be asked to voluntarily take additional assessments.
3. Committee Review – Gifted and Talented Committee reviews findings and makes recommendations.
4. Verification – Executive Directors review all screenings, assessments and recommendations and determine the eligibility of students.

The following is a list of examples of student performance and achievement that teachers and administrators might identify as gifted and talented.

- Multiple years of student achievement in English Language Arts or Math two years beyond grade level.
- Multiple years of superior report cards.
- Multiple years of standardized test scores beyond grade level.
- Distinguished participation in community activities.

To ensure that the individual needs of gifted and talented students are met, the core curriculum teachers will develop individualized learning plans, working with an administrator with input and consultation of parents. Individualized learning plans may include supplemental reading, greater depth of study, customized projects and differentiated expectations. CRA and parents are partners in developing an educational program and goals best suited to each individual student. The specific goals of the individualized learning program are evaluated on report cards and discussed with parents at conferences. CRA's project-based curriculum and instructional practices such as differentiation, arts and technology integration, acceleration and collaborative grouping allow teachers the opportunity to appropriately challenge gifted and talented students.

Ig. PLAN FOR ENGLISH LEARNERS

CRA will identify, serve and monitor the progress of English Language Learners ("ELL") to ensure that they have full access to CRA's educational program, and that they make appropriate progress to English proficiency. All students whose home language is a language other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. Where appropriate, these students also will be assessed in their primary language to determine academic skill levels. CRA will use annual CELDT and CST data, teacher observations and optional parent input to identify English Language Learners ("ELL"), determine their English Language Development ("ELD") levels and reclassify ELL students as English proficient when appropriate. Once an ELL student is reclassified as English proficient, CRA will continue to monitor the student's progress using CST scores and CRA assessments for at least two years.

CRA will make teachers aware that raising ELL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in the Academic Performance Index ("API") and in Annual Yearly Progress ("AYP"). Instructional staff will monitor progress of ELLs throughout the year to ensure that those students are on track for meeting growth goals.

CRA will ensure that ELL students have full access to their grade level curriculum by using a range of supportive instructional practices.

- Predictable and consistent classroom management routines, aided by easy-to-read schedules on the board or on charts, to which the teacher refers frequently.
- Graphic organizers that make content and the relationships among concepts and different lesson elements visually explicit.
- Additional time and opportunities for practice, either during the school day, after school, or through homework.
- Identifying, highlighting, and clarifying difficult words and passages within texts to facilitate comprehension, and more generally greatly emphasizing vocabulary development.

- Giving students extra practice in reading words, sentences and stories in order to build automaticity and fluency.
- Providing opportunities for extended interactions with teacher and peers.[31]
- Cooperative learning (students working interdependently on group instructional tasks and learning goals), which encourages reading in English and promotes comprehension.[32]
- Providing instructional material at or near students' reading levels in their native language and/or in English.

To help ELL students attain English proficiency, CRA will use the following practices.

- Provide formal English Language Development instruction as needed, either in a "pull-out" program during the school day, integrated within the classroom, or as a program outside of school hours.
- Use Specially Designed Academic Instruction in English (SDAIE) to support rigorous academic content and English learning, including the following components.
  - Realia (real objects and materials).
  - Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps).
  - Visuals (study-prints, textbook illustrations, overhead-projected prints, reproductions of paintings, and documents).
  - Graphic organizers (matrices, Venn diagrams, and webs).
  - Planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences).[33]

- Place ELL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its equivalent.
- Provide teachers with professional development on using ELD standards as well as best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of ELL students.
- Align instructional materials and curriculum for ELL students with ELD standards, in tandem with CRA teachers' collaboration to integrate reading, writing and listening standards throughout the curriculum.
- Provide instructional support in the home language (as appropriate) or in accessible English for students with the lowest ELD levels as is feasible and advisable.
- Monitor the progress of ELL students.

[31] Goldenberg, Claude. (2008). *Teaching English Language Learners What the Research does and does not say.* American Educator.
[32] NLP Review National Literacy Panel.
[33] SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students John Gulack and Sandy Silverstein.

1h. PLAN FOR SPECIAL EDUCATION

As a public school, Community Roots Academy has an important obligation to serve students with exceptional needs. CRA will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and CRA will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded a Free, Appropriate Public Education. Section 504 services required by CRA students will be the responsibility of the charter school.

Under applicable state and federal law, the school has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. During its first year of operations, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of Capistrano Unified School District for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the District shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

PROVISION OF SERVICES
CRA and CUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, the school anticipates that during its first year of operation, most special education services would be provided by District staff. If the volume or scale of activities related to assessment, individualized education plan ("IEP") development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding and services provided under the terms of Education Code section 47646(b).

CHILD FIND
The school plans to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the child find systems of the special education local plan areas ("SELPAs") in which its

students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Communication with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they know how to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

STUDENT SUCCESS TEAM

The school also will plan to implement a "student success team" ("SST") model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian (if possible), and others. The team will implement strategies within the general education setting, and the team will monitor the student's progress as new strategies are tried. If the student still is not demonstrating success after all feasible strategies have been exhausted, and if the student's difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment.

REFERRAL AND ASSESSMENT

If within a reasonable amount of time the student is not making significant progress with the personalized assistance, the Student Success Team in conjunction with the parent(s) will make a recommendation for assessment to determine eligibility for special education services. When CRA determines that an assessment is appropriate, the parent will receive an assessment plan for his/her child. The assessment plan will describe the types and purposes of the assessment that may be used to determine eligibility for services. Assessments may include individual testing, observations of the student at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples. The parent must consent to the assessment plan before the assessment can take place. The school initially anticipates that these assessments would be conducted by the staff who perform such services for the District. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate District staff to convene and conduct an individualized educational plan ("IEP") team meeting or meetings.

INDIVIDUALIZED EDUCATION PLANS

An IEP will be created for each student requiring special education services upon the completion of each assessment. An IEP team will recommend actions to be taken for the student and will typically consist of the student's parent(s), the student's teacher, a CRA staff member, a special education authority, and if necessary, additional members familiar with the condition of the student. The IEP team will solicit participation from a

CUSD special education representative and, if applicable, a representative from the student's District of residence, at IEP meetings when it is anticipated that special education service options will be considered within least restrictive environments other than those at the charter school.

The school will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school will commit to implementing all special education and related services called for by the IEP in partnership with the District and/or SELPA. CRA will make teachers aware that it is not only a moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance Index ("API") and in Annual Yearly Progress ("AYP"). Instructional staff will monitor their progress throughout the year to ensure that those students are on track for meeting growth goals. Student progress toward the goals specified in the IEP will be reviewed by the IEP team on an annual and a triennial basis.

CRA will monitor student progress toward the goals specified in the IEP regularly and will formally review each IEP on at least an annual and triennial basis, or more frequently if need arises. CRA shall, prior to the placement of the student with exceptional needs, ensure that the staff and other persons who provide special education services to the student be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual of the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

SERVICE PROVISION
For students with exceptional needs for whom CRA's distinctive educational program is determined to be appropriate and the least restrictive environment, it is CRA's intention to provide special education services within a modified inclusion model. Special education students will participate in the general education program to the greatest extent feasible and advisable, with supplemental supports and modifications to assist students to keep pace. Appropriate designated instructional services and related services will be provided, consistent with each student's Individualized Education Plan (IEP). It is the intent of CRA to provide the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the District's SELPA.

CRA believes that students with special needs benefit academically, socially and emotionally from the opportunity to receive services in this modified inclusion model. Special education personnel will work in a collaborative model with all teachers and staff aides to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified in a manner consistent with each student's IEP.

CRA shall implement and review programs and services, including related services, required by IEPs of its students to support the movement of the students into less restrictive environments and increase the interactions of these students with non-disabled students. CRA's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the charter school. CRA's special education personnel shall be

credentialed and/or licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions shall comply with federal and state laws and regulations, and shall include positive behavioral interventions. CRA shall conduct assessment and standardized testing for students with disabilities using state and District guidelines for modifications and adaptations. CRA shall conduct staff development activities to support access by students with disabilities to general education programs.

DUE PROCESS
In the event of a due process claim to enforce provisions of applicable special education law, the school is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process.

SECTION 504 SPECIAL NEEDS
The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

RIGHT TO PURSUE LEA STATUS
As noted above, the school initially anticipates functioning as an arm of the District for purposes of special education. The school shall also retain the right to pursue independent local education agency ("LEA") and/or special education local plan area ("SELPA") status pursuant to Education Code Section 47641(a) and the District shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the District for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

Ii. PROFESSIONAL DEVELOPMENT

At CRA, we believe that sustained professional development is essential to fostering a school culture where learning from investigation and exploration is modeled every day. The goal of professional development at CRA is to create a community of learners where teachers and administrators experience and model learning for the community.
The professional development plan for CRA is a multi-tiered framework that enables teachers to grow and develop as individuals while contributing the collective development of the school and pursuit of the school's goals for students.

The first tier of professional development is a collaborative pursuit of two school-wide professional learning goals. Teachers and school leadership review the yearly self-study and select two goals that will help improve the instructional practices to better meet the needs of all CRA students.

The second tier of professional development is the mini-observation and feedback loops between teachers and the Executive Director of Education ("EDE"). Observations are brief, unannounced and frequent. The EDE observes with five objectives in mind: safety, purpose, teaching, environment, and learning. These objectives will guide a continued dialog about individual practices and professional development.

The third tier of professional development is Professional Development Portfolios ("PDP"). Each year at CRA, individual teachers will work independently or in a team to plan, develop, document and present a PDP. The PDPs will document the teachers' efforts at enhancing instructional practices in an area of their choice and study the effects of their development on practice and student outcomes. The PDP project fosters professional development through experimentation and reflection. Building a PDP library allows teachers to record data on instructional practices and to explore personal interests while leaving a permanent resource for the school. While working on individual projects, teachers and administrators collaborate to provide feedback, help research and share ideas. In addition to PDPs, teachers will collaborate on grade level teams to develop and refine curricular projects. Grade level teachers will collaborate with specialty teachers (art, music, physical education) and community partners to create integrated units of study.

PROFESSIONAL DEVELOPMENT ELEMENTS (YEARS 1 AND 2)

1. Time for Professional Development – Grade level teachers meet daily before school to develop curricular projects or to discuss individual student needs. Staff meetings are typically held weekly for 2.5 hours, initially. In the first year teachers will have approximately 15 in-service days which are devoted largely to professional development. The in-service schedule for subsequent years will reflect a strong commitment to professional development.

2. Staff agrees on two goals or guiding questions for the school year. (In the first two years the school-wide development goals will likely be connected to CRA's core instructional strategies such as differentiation, arts and technology integration or social-emotional learning) These two guiding questions or goals are the primary focus for the year's school-wide professional development.

3. Throughout the year, the EDE continually conducts unannounced mini-observations for all teachers. After each observation, the EDE meets briefly with the teacher to ask clarifying questions and offer feedback. These observations and feedback conversations are not evaluative. Rather they are individual opportunities for conversation about practice, coaching and development.

4. Individual teachers (or groups of teachers) develop inquiries related to the staff selected goals/questions. (i.e., How can I better utilize community partners in projects? How has my use of the Collins Writing Program impacted student learning?)
   - *Create and present inquiry plan* – What will you be researching? Where will you get information? Teachers present ideas and questions to the entire staff. Then, the teacher refines the plan and meets with the EDE for suggestions.
   - *Record and report progress* – The participating teachers will be writing reflections periodically throughout different phases of their PDP work.

Teachers will report progress and pose questions to entire staff for suggestions. During this stage, teachers must meet with the EDE at least once to discuss progress and future projections.

- *Portfolio presentation* – Teachers present their portfolios to the entire staff. Then they make final revisions and present their portfolios to their supervisor.

Professional Development Portfolios

- *Final project evaluation write up in which participants should reflect on their research* – How did their research impact their teaching? What did they learn? How can they share what they have learned to help other teachers?
- *Selections of student work, photos, video or anecdotal stories that illustrate project goals.*
- *Periodic reflections throughout research.*
- *Each staff member will write self-evaluations after year-end meetings with EDE.*

The use of a professional development format that is essentially a form of project-based learning is intentional, as it reflects the objectives set forth in CRA's mission and philosophy. CRA will be a learning community where adults model collaboration and collegiality to achieve self directed goals. Each teacher works together as a part of a professional community to achieve group and individual goals. The PDP project can be adapted to meet any teacher's interests, and EDE mini-observations and feedback loops offer a framework for improving practices and building mutual respect between colleagues. Most importantly, this project-based approach to staff development gives teachers the opportunity to become learners, problem solvers and critical thinkers. Teachers' inquiries are used to build and maintain a supportive adult learning community and school culture. Students will see CRA teachers as models of community, questioning and learning. We are creating a community that supports one another in learning through asking questions and constructing personal meaning.

PROFESSIONAL DEVELOPMENT PLAN TIMELINE

Time	Activities	Meetings
August - September	1. Teachers engage in team building and portfolio training 2. Staff agrees on professional development goals for school 3. Teachers begin thinking of individual professional goals or research projects (related to school goals) 4. Teachers choose individual professional development projects. 5. Teachers create project plans	**Teams**: Discuss individual projects and implementation plans. **Staff**: Discuss school goals
October - December	1. Teachers participate in PDP approval meeting with EDE 2. Teachers present individual	**Teams**: Discuss individual projects, implementation plans and observation cycles

	project plan to staff 3. Teachers begin mini-observations with feedback loops	**Staff**: Offer suggestions, resources and provide feedback on individual projects **EDE**: Discuss, fine tune and approve project plans
January - March	1. Teachers write reflections of progress on projects 2. Teachers share reflections and progress with staff 3. Teachers continue mini-observations with feedback loops	**Teams**: Share reflections and discuss progress on projects **Staff**: Offer feedback on progress **EDE**: Discuss progress and projections
April - June	1. Teachers continue mini-observations with feedback loops 2. Teachers write final analysis of projects, compile portfolios of support and complete self evaluations 3. Teachers present projects and portfolios to staff 4. Teachers meet with supervisor and conduct self-assessment	**Teams**: Discuss observations and project conclusions **Staff**: Discuss individual projects **EDE**: Discuss projects and self-evaluations

The Executive Director of Education's role can vary, but he will join grade level or professional development teams for meetings as well as meet with teachers about individual projects. The EDE also is responsible for writing the school's year-end summary, which is an assessment of the school's progress towards the goals or guiding questions chosen by the staff. Additionally, the EDE uses data gathered in mini-observations and feedback loops to evaluate teachers using Kim Marshall's teacher evaluation rubric.[34]

This staff development plan will remain relatively the same for the school's first two years. In the third year that CRA operates, returning teachers may opt for a more customized professional development plan. Any new teachers must complete one portfolio and have a solid command of the core instructional methods (e.g., project-based instruction, differentiation, social-emotional learning and arts and technology integration) before opting for an alternative professional development model.

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[34] Marshall, Kim. (2006). *Teacher Evaluation Rubrics: The Why and the How*. Edge Rubrics.

II. MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by Community Roots Academy. "Pupil outcomes, 'for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.'"   CA Education Code 47605 (b) (5) (B).

IIa. MEASURABLE STUDENT OUTCOMES

The Executive Director of Education ("EDE") will have the primary responsibility and accountability to the school community for implementing curriculum and instruction to promote student achievement of measurable student outcomes and for demonstrating progress toward and meeting Adequate Yearly Progress goals as required by No Child Left Behind.

SCHOOL OUTCOME GOALS
CRA will pursue the following school outcome goals.
1. CRA will meet AYP targets required by NCLB, including an Academic Performance Index ("API") rating of 800 and all sub-group targets
2. CRA will have an ADA of 95% and a higher attendance rate than local area public schools, on average.
3. CRA aims to exceed the average percentage of students in the District who test proficient and above in 3-5 years from the school's opening, given a demographically matched student population.
4. CRA will maintain a high level of parent satisfaction as measured by an 80% satisfaction rate on the annual parent survey.
5. The school will close the achievement gap between groups with traditionally disparate scores: standardized test score data will demonstrate a pattern of raised achievement over time for traditionally underserved students.
6. The school will develop and foster relationships with the community in which it is housed in order to carry-out the school's mission of creating students with the tools to be community leaders and problem solvers.

As the school becomes more familiar with its student population, school-wide performance goals may be modified to reflect the needs of its actual students. It is expected that CRA's charter will be renewed if we can demonstrate that we have met or made significant progress on these or reasonably revised pupil outcome goals.

PUPIL OUTCOME GOALS
CRA will pursue pupil outcome goals, as measured by multiple and varied benchmark assessments detailed in section IIc below, that are aligned to state and federal standards. These pupil outcomes are directly tied to the program goal of providing students with a rigorous standards-based program while preparing them to successfully learn, excel in school and prepare to be self-motivated, competent, life-long learners.

OUTCOMES	MEASURABLE GOAL
Proficiency in reading and other language arts skills including writing and oral communication as outlined by the California	At least 65% of CRA students will score proficient or better on English CST by the end of year

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Content Standards.	five.
Mastery of age appropriate principles of mathematics and logical reasoning and the ability to apply them to real life situations as defined by California Content Standards.	At least 65% of CRA students will score proficient or better on Math CST by the end of year five.
Students will understand and apply historical, political and geographical knowledge to prepare them to be active and responsible citizens as outlined by the California Content Standards.	At least 75% of CRA students will score proficient on summative assessments in textbooks aligned with California content standards for Social Studies by the end of their 8th grade year.
Students will demonstrate sufficient knowledge, skills and strategies of science as defined by the California Content Standards. Students will understand and apply the scientific method of inquiry to examine scientific problems and questions. Their scientific inquiries will build an understanding of the major underlying concepts of the various branches of science, including earth science, biology, chemistry and physics.	At least 75% of CRA students will score proficient on summative assessments in textbooks aligned with California content standards for Science by the end of their 8th grade year.
English Language Learners will make appropriate progress toward English proficiency in reading, writing, speaking and listening.	75% of English Language Learners will progress at least an average of one level per year overall on the CELDT at the end of year five.
Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans.	Special education-designated students will make progress annually toward the learning goals as outlined in their IEPs.

IIb. ACADEMIC PERFORMANCE INDEX

ACADEMIC PERFORMANCE INDEX GROWTH TARGET ACHIEVEMENT PLAN
CRA recognizes that academic accountability is one of the foundations of the charter school's concept and believes in the importance of federal and state assessments to school accountability for student academic performance. CRA, like all public schools, will be subject to state and federal accountability system, including the Academic Performance Index ("API"). API growth goals – both in the aggregate and for numerically significant subgroups – will be made clear to all teachers, who will develop a plan for meeting those goals together with CRA's EDE. The API Growth Target Achievement Plan will be developed as part of the school's process for continual improvement described in the "Use and Reporting of Data" section, below.

III. METHODS OF ASSESSMENT

At Community Roots Academy, assessments are integral instruments for analyzing student performance, driving instruction and assessing CRA's progress toward its educational and institutional goals. CRA will implement a balanced assessment system utilizing a combination of formative and summative evaluations that will inform instructional practices as well as measure student performance. STAR test results will be one of multiple assessment methods used to document and monitor student performance and assessment. As is required by the state charter law, CRA will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. CRA will administer tests that are required by grade level, including the California Standards Tests (CSTs), and the California English Language Development Test (CELDT) and the California Physical Fitness test in Grade 7 and the California Writing Standards Test in Grade Four. API and AYP growth goals will be made clear to the faculty, and CRA will report API and AYP data to stakeholders annually as described above.

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

The CRA assessment system is designed to reflect current best practices in assessment and specific attention has been given to each of the following elements: **1) clear purpose** - teachers and administrators understand the purpose for each assessment, **2) specific learning targets** – clear expectations of knowledge and skills *(CRA Grade Level Benchmarks)*, **3) sound design** – learning outcomes and process are matched to a specific type of assessment, **4) effective communication of results** – timely and clear presentation of results and next steps to parents, students and colleagues, and **5) student involvement** – student involvement in self-assessing, setting goals and tracking progress.[35] Using these elements as guidelines for designing an effective assessment system helps ensure that CRA assessments will demonstrate student learning and inform curriculum and instruction. This approach also makes assessment an integral part of the learning process. In addition to evaluating students, these assessments will aid in building content knowledge and developing 21st century skills such as collaboration, effective communication, problem solving, critical thinking, initiative, adaptability, evaluation and imagination. CRA's assessment system will not only build a solid foundation of knowledge, it also will teach students how to use their knowledge.

EXPLANATION OF ASSESSMENT TOOLS

CRA's balanced assessment system includes assessments that measure individual student and overall school performances. Student assessment is on-going and uses multiple measures. For this document, the assessment tools are organized by frequency within three timeframes: immediate, short-term and cumulative. This continuous cycle of assessment ensures that gaps in student learning will be recognized and addressed in a timely way and also measures students' retention of knowledge and skills over time. The combination of each of these types of assessments creates a map of each student's growth and development at CRA.

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[35] Chappuis, Stephen., Chappuis, Jan., Stiggins, Rick. (2009). *The Quest for Quality*. Educational Leadership. (Vol. 67, #3, p. 14-19).

Immediate Assessments

Immediate assessments are critical for teachers to gauge student understanding on a day-to-day basis. Immediate assessments are brief (usually under 10 minutes), given frequently and easily scored. Each teacher will establish a repertoire of immediate assessments and clearly convey the purpose of this type of assessment to students. Immediate assessments are formative, and their purpose is to provide teachers instant feedback while they are teaching specific content or skills. It is crucial that students understand these assessments are formative and not summative, meaning they are significant, but they will have a minimal impact on their overall grade. Based on this feedback, teachers can quickly adjust their instruction to meet the students' needs. For example, if the majority of the class could not demonstrate understanding of a particular lesson, the teacher would re-teach the entire lesson using a different approach. Alternatively, if only a few students struggled with a lesson, the teacher could offer small group instruction to re-teach the concept to meet the needs of those specific students. These immediate assessments will take a variety of forms including quizzes, journal entries, class discussions, weekly updates and exit cards. Although each of these assessments differs in form, they all gauge each individual's understanding of content or skills. In addition to informing instruction, these types of assessment also benefit students by significantly improving long-term memory because they aid in information retrieval and improve connections to new material.[36] CRA's immediate assessments are a teacher's first line of defense in preventing gaps in student learning and are an integral aspect of a balanced assessment system.

Short-Term Assessments

Short-term assessments are another integral aspect of CRA's balanced assessment system. Short-term assessments vary greatly in form and function, but all of these assessments provide students with timely, specific feedback on their work. In addition, these assessments usually contribute more significantly to a student's grade than immediate assessments.

Thus, short-term assessments are both formative and summative. So, again, it is critical for teachers to clearly explain the purpose of each assessment.

Examples of short-term assessments that CRA will utilize include rubrics, solution reviews, performance assessments and presentations. Each of these assessments is unique in purpose and benefit both students and teachers in a variety of ways.

Rubrics

Rubrics are matrixes designed to outline the specific content being assessed and performance level expectations for a given project or assignment. These matrixes can be simple or intricate. Regardless of their complexity, rubrics provide students with exemplars of performance level associated with all possible scores or grades.

Below is an example of a simple rubric that might be used to evaluate student writing, specifically, a paragraph. The content areas being assessed are listed in the first column and the possible scores are listed in the first row. Below each score are exemplars of performance levels that would receive the corresponding score. As with all other

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[36] Glenn, David. (2007). *You Will Be Tested on This*. Chronicle of Higher Education. (June 8 2007, p.14).

assessments, it is important that the teacher review the entire rubric with students before beginning the assignment to clarify the content being graded, the possible score and the performance expectations.

Content/Score	1	2	3
Sentences	Fewer than five sentences and missing topic or concluding sentences Or Unrelated or incomplete sentences	Fewer than five related sentences including topic sentence and concluding sentence Or Missing a topic or concluding sentence	Five or more complete sentences related to the same topic. Beginning with a topic sentence and ending with a concluding sentence
Spelling	More than two spelling errors	Two or fewer spelling errors	All words spelled properly
Punctuation	More than two punctuation errors	Two or fewer punctuation errors	Proper use of punctuation throughout the entire paragraph; no errors

Rubrics will be valuable assessment tools for CRA teachers because they are adaptable and flexible enough to use in all content areas and with students of any age. In addition they bring objectivity to subjective scoring and provide a consistent tool for evaluation. Rubrics benefit students by clarifying the content being assessed and performance level expectations. They also act as a guide for students to refer to while working on an assignment and can be used by students to assess their own work prior to submission. Furthermore, rubrics clearly communicate the grading process to students and parents and offer specific feedback on the strengths and weaknesses of an assignment or project.

Solution Reviews
CRA also will utilize solution reviews as an integral type of formative assessment. Solution reviews are opportunities for students to share more significant projects or assignments in progress in order to get feedback from teachers, peers or other members of the school community. During solution reviews, students present the work they have completed thus far and their plan for completion. After they present their work, students field questions and get suggestions from teachers, classmates and possibly experts in the field. Students benefit from these types of assessments in several ways. Giving students the opportunity to present their ideas to an audience helps them understand their ideas are valued and reinforces the idea that their work holds significance in the real world. Additionally, students benefit from receiving and incorporating feedback, as well as offering constructive feedback to others.

Performance Assessments
CRA will utilize performance assessments as another component of its balanced assessment system. Performance assessments are usually small group or individual projects completed over a short period of time. Performance assessments are extremely valuable because they can be both formative and summative. For example, suppose a class is working on a major project that involves students researching a topic and creating a slideshow presentation to share their findings. A formative performance assessment might be to have students use slideshow software to create a brief presentation about themselves. This project allows students to become familiar with the software and presentation skills while working within an easily accessible content area, such as their

personal information. The feedback students receive will guide them in preparing the larger project and enable them to produce a higher quality work product. A summative performance assessment for these research projects and presentation skills might be students creating a slideshow and presentation using information the teacher has provided for them. Such an assessment will evaluate students on their mastery of using the slideshow software, presentation skills and ability to transfer their knowledge and skills to a new situation. Both of these uses of performance assessment will be valuable instructional and evaluation tools for CRA teachers.

Presentations

Presentations are another relatively short-term assessment CRA teachers will use to enhance and evaluate student learning. Presentations are student demonstrations of learning given to an audience of peers, parents or other school community members. Presentations reflect polished work products that have been reviewed and refined over time. Students not only deeply understand the content they are presenting, but they also will develop critical communication skills and confidence. Research indicates that presentations "ensure that their [students] mastery is genuine. These public presentations signal to students that their work is valued and reinforce the significance of their tasks in a real-world context."[37] CRA teachers' use of presentations will motivate and engage students by making their work more meaningful while aiding them in building a deep content knowledge and mastering 21st century skills.

Rubrics, solution reviews, performance assessments and presentations are examples of the types of on-going, short-term assessments that will be utilized by CRA instructors. These assessments not only will serve as tools for evaluation, but also for improving instruction and enhancing student learning.

Cumulative Assessments

In addition to immediate and short-term assessments, CRA will utilize several different types of cumulative assessments to measure students' progress throughout the school year and throughout their career at CRA. CRA will use cumulative assessments, including locally generated benchmark assessments, student portfolios, state approved textbook summative assessments and state mandated standardized assessments, to evaluate student progress.

Benchmark Assessments

Benchmark assessments at CRA will be created and updated by teachers and designed to track students' progress toward grade level benchmarks – expectations of student knowledge and skills for each grade level. These assessments will be designed to measure students' progress towards meeting statewide performance and content standards. The benchmark assessments will include a combination of open response, multiple choice and writing prompts. Identical tests or tests measuring identical skills will be given to students approximately every 60 days or three times yearly. Ideally, students will demonstrate mastery of at least 1/3 of the material on the first assessment, at least 2/3 of the materials on the second and meet all benchmarks by the third assessment.

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[37] Barron, B. and Darling-Hammond, L. (2008). Powerful learning: Studies show deep understanding derives from collaborative methods. Edutopia. Available online: www.edutopia.org.

CRA intends to use its benchmark assessments to monitor student progress so that teachers can use concrete data to adapt instruction to meet the specific needs of an entire class, groups or individuals. In order to utilize benchmark assessments to their fullest potential, CRA will incorporate the following guidelines into the establishment of CRA benchmark assessments and into its regular practices. CRA will begin by establishing a clear set of learning outcomes for each grade level, which is easily understood by teachers, students and parents. Teachers will be involved in creating the benchmarks and will maintain an intimate familiarity with them. As CRA teachers and school leaders initially develop the benchmark assessments, we intend to seek the guidance and consultation of an assessment expert such as Kim Marshall or Educational Testing Service to ensure our benchmark assessments are effective. After students take the assessments, teachers will immediately be given time to score and review the assessments. Teachers and school leaders then will quickly review the data in small teams to identify gaps in learning and to create action plans to address any issues. For example, if a significant number of students answer a question incorrectly on material that the instructor has already taught, the teacher will adjust the curriculum to include re-teaching and reviewing this particular content. Timeliness is critical to the process because any gaps in learning that go unaddressed will widen, thus creating even greater obstacles to learning. Teachers will involve students in the process by communicating the assessment result and plans for follow up teaching. Finally, CRA school leadership will continuously follow up with teachers to be sure action plans are being implemented and adapted to best meet students' needs.

Benchmark assessments will be an integral tool for providing CRA teachers and school leaders a consistent stream of data to aid in decision-making. An efficient and effective system of benchmark assessments will enable CRA teachers to make informed curricular decisions and systematically intervene with struggling students. Benchmark assessments also will improve instruction by providing data to help teachers identify the areas where their instruction is effective and areas for improvement. Reviewing the assessments and planning collaborative follow up will create a forum for teachers to learn from each other and drive continuous improvement among faculty.

Portfolio Assessments
CRA student work portfolios will be a collection of individual student work demonstrating each student's progress and mastery of selected content and skills throughout the year. Student portfolios will be reviewed and assessed annually. These portfolios continue with and are supplemented by the students throughout their career at CRA.

At CRA, a student portfolio will be an on-going collaboration between each student and his/her teachers. The portfolio illustrates a student's growth and development through work samples and written reflection. Periodically throughout each school year, teachers will select pieces of student work that demonstrates mastery of particular content or personal best work product. For example a teacher might choose a piece of writing that exemplified a student's mastery of personal narrative writing or a younger student's best attempt at writing a complete sentence. Along with each of these selections the teacher would attach a narrative that provided the date the work was completed and the reason for adding it to the portfolio. In addition to teacher entries, students will periodically be given the opportunity to select work samples for their portfolio and provide written

explanations or reflections on their choices. For example, midway through the year, a teacher might ask students to select an example of their best writing or their favorite piece of artwork. Along with these selections, students would share their reasoning for these choices. At the end of each school year, teachers will privately review the portfolios with students and guide them through a self-evaluation of their progress throughout the year.

Student portfolios at CRA will be a valuable part of cumulative assessment because they present a broader and more intimate view of student learning than scores on benchmark assessments or standardized tests. Student involvement in selecting and reflecting on portfolio pieces promotes students' accountability and self-directed learning. Research indicates that student involvement in self-assessment leads to the assumption of greater responsibility for their learning and higher academic achievement.[38] CRA's use of portfolio assessments will enhance student learning and document their development over the course of their school career.

Standardized Assessments
CRA will participate in California's State-mandated assessment and reporting system, including California Standards Testing (CST) testing, California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) and California English Language Development Test (CELDT).

State Approved Textbook Summative Assessments
CRA students will complete summative assessments for state approved textbook series in core subjects.

Exit Project
The CRA exit project is the culmination of the CRA educational experience designed for 8th grade students to demonstrate all of the 21st century skills they have developed in their experiences at CRA. The teacher-approved exit project is entirely student designed and implemented over the course of approximately 12 weeks. The exit project process begins with a small group or an individual who purposes a project, problem or design possibility to be approved by an 8th grade teacher. The proposal will include the purpose, intended outcomes, an execution plan and a list of the individuals he/she intends to involve in the project. After the project is approved, the student(s) must ask a CRA faculty member to act as the project advisor. The faculty project advisor is responsible to schedule periodic meetings to check progress and offer feedback. As students execute their project plan, they are required to document their process through written journal, photography, video or another approved means. In order to demonstrate proficiency in CRA's 21st century skills, students will be required to incorporate several elements into their projects including technology, collaboration with peers and input from an expert in a related field, incorporating critical feedback and creating a project presentation. When students have completed their exit projects, they will be required to present their process and outcomes to a panel made up of faculty members, school District representatives and community partners who will evaluate the work.

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[38] Barron, B. and Darling-Hammond, L. (2008). Powerful learning: Studies show deep understanding derives from collaborative methods. Edutopia. Available online: www.edutopia.org.

The exit project will provide students the opportunity to design and execute an original project, problem or design utilizing the 21st century skills developed at CRA. This self-directed learning experience will act as an assessment of the skills students learned at CRA.

Student Outcome and Assessment Matrix

The Matrix below includes the currently required state assessments. We will administer the tests that are required by grade level, including the CSTs = California Standards Tests and the CELDT = California English Language Development Test. The combination of assessment tools used in each content area may vary; not all measures will apply to every content area every year.

Outcome	Assessment Measure	Monitoring Timeline	Reporting
English Language Arts • By the end of eighth grade students will demonstrate the ability to read fluently and comprehend a variety of age appropriate texts. • Students will demonstrate the ability to read and respond to age appropriate text both orally and in writing. • Students will demonstrate effective public speaking and active listening. • Students will demonstrate the use of age appropriate vocabulary orally and in writing.	• California Standards Test (CST) English/Language Arts • Locally created benchmark assessments • Performance evaluations or presentations • Portfolio assessments	• Aligned with state testing and reporting timeline • 3 times annually, approximately every 60 days • 1-4 per semester • Annually in June	• Parents/guardians, community, Board of Trustees, SARC, performance report to CUSD • Parents/guardians, students, faculty, performance report to CUSD • Parents/guardians, community, students, faculty • Parents/guardians, students, faculty
Mathematics • By the end of eighth grade, students will demonstrate proficiency at age appropriate principles of mathematics and logical reasoning and the ability to apply them to real life situations as	• California Standards Test (CST) STAR for Math and Language Arts • Locally created benchmark assessments • State approved textbook summative assessments • Performance	• Aligned with CUSD testing and reporting timeline • 3 times annually, approximately every 60 days • Per instructional unit • 1-4 per semester	• Parents/guardians, community, Board of Trustees SARC, performance report to CUSD • Parents/guardians, students, faculty, performance report to CUSD • Parents/guardians, students, faculty • Parents/guardians,

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Outcome	Assessment Measure	Monitoring Timeline	Reporting
defined by California State Standards. • Students will understand and solve problems using computation, algebra, number sense, measurement, geometry, statistics, data analysis, probability and logic.	evaluations or presentations • Portfolio assessments	• Annually in June	community, students, faculty • Parents/guardians, students, faculty
Science • By the end of eighth grade students will demonstrate sufficient knowledge, skills, and strategies of science as defined by the California State Standards. • Students will understand and apply the scientific method of inquiry to examine scientific problems and questions. • Students' scientific inquiries will build an understanding of the major underlying concepts of the various branches of science, including earth science, biology, chemistry and physics.	• Locally created benchmark assessments • State approved textbook summative assessments • Portfolio assessments	• 3 times annually, approximately every 60 days • Per instructional unit • Annually in June	• Parents/guardians, students, faculty, performance report to CUSD • Parents/guardians, students, faculty • Parents/guardians, students, faculty
Social Studies • By the end of eighth grade, students will understand and apply historical, political and geographical knowledge as outlined by the California State Standards, to prepare them to be	• Locally created benchmark assessments • State approved textbook summative assessments • Portfolio assessments	• 3 times annually, approximately every 60 days • Per instructional unit • Annually in June	• Parents/guardians, students, faculty, performance report to CUSD • Parents/guardians, students, faculty • Parents/guardians, students, faculty

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Outcome	Assessment Measure	Monitoring Timeline	Reporting
active and responsible citizens. • Students will demonstrate grade level historical knowledge (Grade 4, California; Grade 5, Early U.S. History; Grade 6, Ancient Civilizations; Grade 7, Medieval and Early Modern Times; Grade 8, U.S. History). • Students will be able to conduct historical research to ask and answer questions about the past and make predictions about the future.			
21st Century Thinking and Interpersonal Skills • Students will develop ways of thinking that will allow them to negotiate challenges and be leaders in the 21st century. • Students will develop social and interpersonal skills that will enable them to thrive in the 21st century.	• Performance evaluations or presentations • Teacher observations	• 1-4 per semester • On-going	• Parents/guardians, community, students, faculty • Students (regularly), parents (conferences and report cards)
Technology • Students will demonstrate technological proficiency in areas including word processing, spreadsheet development, research, and responsible internet use and multimedia presentations.	• Digital Portfolio • Performance evaluations or presentations	• Annually in June • 1-4 per semester	• Parents/guardians, students, faculty • Parents/guardians, community, students, faculty
Visual and Performing Arts			

Outcome	Assessment Measure	Monitoring Timeline	Reporting
• Students will demonstrate the ability to understand and create works of visual and performance art related to core subjects including social studies, language arts, world language, science and mathematics.	• Performance evaluations or presentations	• 1-4 per semester	• Parents/guardians, community, students, faculty
Physical Education • Students will understand the aspects and importance of physical health and demonstrate knowledge and skills that contribute to a healthy lifestyle, including nutrition and exercise. • Students will regularly engage in a variety of forms of physical activity.	• Teacher observation • Presidential Physical Fitness Testing	• 4 times annually, parent-teacher conferences and report cards • Annually	• Parents/guardians, students, faculty • Parents/guardians, students, faculty
English Learners	• CELDT	• Aligned with CUSD testing and reporting timeline	• Parents/guardians, community, Board of Trustees SARC, performance report to CUSD
Designated Special Education Student Progress	• IEP	• Annual IEP evaluation meeting according to IEP schedule	• Parents/guardians, teachers, administrators
CRA will have an ADA of at least 90% from year 1.	• Student records of Annual Average Daily Attendance (ADA)	• Annually in July	• Parents/guardians, community, Board of Trustees SARC, annual performance report to CUSD
CRA will maintain high level parent satisfaction as measured by an 80% satisfaction rate on the annual parent survey.	• Annual parent survey	• Annually in May	• Parents/guardians, community, Board of Trustees SARC, annual performance report to CUSD

IIIa. USE AND REPORTING OF DATA

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CRA is committed to utilizing assessment data collection and analysis to ensure the quality and effectiveness of its educational program. CRA will monitor, record, analyze and report student progress to create longitudinal data on individual student progress and CRA's progress toward meeting its institutional goals, including API and AYP targets. CRA intends on using an electronic Student Information System ("SIS") to record, organize and report student data. The use of such a system will allow CRA to keep comprehensive student records including attendance, demographic data, free and reduced lunch eligibility and emergency information. Additionally, the SIS will enable CRA to collect, analyze and review data on student academic achievement by school-wide standardized multiple measures.

Demographic data and student personal information will be entered into the SIS by office personnel, at the beginning of each school year and updated when necessary. Attendance data will be entered daily by classroom teachers and monitored by office personnel.

Teachers will enter data assessing student performance on immediate and short-term assessments into the SIS regularly, and teachers will enter benchmark assessments into the SIS approximately every 60 days. After each benchmark assessment period (60 days), SIS reports will be generated on student attendance and performance. These reports will be review and analyzed by teachers and the executive director of education to drive instruction and professional development as well as measure student progress.

The results of these assessments will also be reviewed with parents during parent-teacher conferences scheduled midway through each semester (or more frequently if requested by teacher or parents). Teachers also will review assessment results with their students to ensure students understand the purpose of the assessment, their individual progress and to set individual student goals. The goal of sharing assessment data with parents and students is to de-mystify the assessment process and to use assessment as a tool for instruction and communication about a student's progress towards meeting state standards and school-wide learning goals.

Student data will be:
- Processed and organized into easily read and understood formats such as tables and graphs.
- Provided to staff during regularly scheduled assessment review meetings and used to monitor individual student progress.
- Analyzed and discussed during grade level meetings and across grade levels to target specific areas of strength and weakness in overall student achievement.
- Evaluated annually to measure the overall effectiveness of the CRA educational program and make strategic curricular and instructional modifications as necessary.
- Provided to parents and reviewed at parent-teacher conferences each semester.
- Used to create student progress reports to be communicated with parents on a monthly basis and report cards each semester.
- Used to create an annual School Accountability Report Card (SARC) in compliance with CUSD deadlines.
- Used by the EDE to create an annual, comprehensive analysis of student achievement to present to the Board of Directors and to external stakeholders. The

results of state test scores and API rankings come out once a year and will be reported to our parents/guardians shortly after the rankings are released. This annual performance report will also include the results of our other assessments measures, including our growth measures, authentic assessments, etc.

CRA will issue comprehensive, standards-based report cards at the end of each semester (approximately 90 days). In addition, parent-teacher conferences will be scheduled for mid-semester to maintain an on-going communication with parents regarding individual student progress. Additionally, CRA will distribute interim progress reports electronically or by mail each month. Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a conventional number system for all courses and a numbered content-standard based report card for grades K-8. A content-standard based report card, particularly in English/Language Arts and Mathematics, gives more skill-specific information. The scale for reporting this vehicle is as follows: 4=Meets or Exceeds Standard; 3=Making Significant Progress Toward Standard; 2=Making Progress Toward Standard; 1=Shows Limited Progress Toward Standard. Missing work may result in a grade of Incomplete (I). Teachers will determine the deadlines for submission of missing work, as well as the consequences and final grade if students fail to complete missing work. CRA retains the ability to adapt the frequency of these reports in order to provide more effective and meaningful feedback to parents and students.

In a commitment to continual progress and school wide development, CRA also will utilize student assessment data to drive instruction and guide professional development efforts. In weekly grade level team meetings, teachers will review and analyze student assessment data to help them develop strategies to support underperforming students. Additionally, reviewing assessment data in these weekly team meetings will provide a format for teachers to measure their instructional effectiveness. Continued self-reflection and data analysis will enable teachers to identify areas for growth in their methodologies and instructional delivery.

In addition to teacher self-reflection, the Executive Director of Education will use student assessment data as a component of assessing the effectiveness of teachers' instructional practices in order to inform professional development efforts. The EDE will collaborate with teachers to create individual development goals and provide appropriate support to enable the faculty to grow professionally and meet the needs of their students.

One of CRA's guiding principles is to establish and to maintain a model learning community where students and educators are provided the feedback and support, which will enable them to grow and develop as individuals. Our balanced assessment system creates a framework of continuous feedback cycles to ensure incremental student progress towards state standards, to enhance long-term retention of knowledge and skills and to provide data for evaluation of instructional practices.

IV. GOVERNANCE STRUCTURE

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

NON-PROFIT STATUS

Community Roots Academy will be operated as a California public benefit corporation with IRS 501c3 status. During the development and start-up phase, CRA will be governed by an interim Board of Directors comprised of members of the charter development team and other key community stakeholders. After the Community Roots Academy petition is approved and the school is operating, it will form its permanent Board of Directors pursuant to the organization's bylaws.

COMMUNITY ROOTS ACADEMY BOARD RESPONSIBILITIES

The Community Roots Academy Board of Directors will be responsible for the following activities:

1) Developing annual goals for the school and long range plans with input from the Co-Directors, teachers, and parent action committee members.
2) Establishing and approving all major educational and operational policies.
3) Approving all major contracts.
4) Approving the school's annual budget and overseeing the school's fiscal affairs.
5) Evaluating the performance of the Co-Directors via a process to be approved by the Board.
6) Assessing CRA goals, objectives, academic achievements/student progress, the school's financial status and any need for redirection.
7) Evaluating school and student performance.
8) The Board of Directors is the responsible agent for the accountability requirements established by the No Child Left Behind Act, the California Charter Schools Act of 1992 and the school's charter. As a part of this responsibility, the Board will submit a yearly programmatic performance review to the CUSD, including an assessment of the school's educational performance and its administrative and financial fitness. This report also will assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.
9) Reviewing reports from and providing recommendations to the Community Roots Academy Co-Directors and staff.

GOVERNANCE STRUCTURE OF COMMUNITY ROOTS ACADEMY

The Board of Directors will set policy, approve the budget, and ensure that the school helps students achieve high academic standards. Board Membes will be selected based on their expertise and skills and their commitment to advocate for the school's student population and uphold the school's mission. Board seats will be filled by community members who have the desired mix of experience and expertise to ensure that the Board of Directors has the necessary skills to ensure the school's success. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of CRA and an interest in serving the charter

school's target student population. Other criteria for Board selection include a commitment to diligently fulfill all responsibilities as Board Membes, with a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to actively engage in overseeing and supporting the CRA program. Demonstrated ability to act in a leadership capacity is preferred.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the CRA Co-Directors and teachers will carry out the day-to-day operations of the school. The Co-Directors will be the overall site managers and will report directly to the Board of Directors. The Co-Directors will be responsible for implementing policy, overseeing operations and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Executive Director of Education to implement the educational program. The Executive Director of Education will be responsible for hiring, providing support to, evaluating and, when needed, terminating instructional staff. The Executive Director of Business and Development will be responsible for hiring, providing support to, evaluating and, when needed, terminating non-instructional staff.

THE BOARD OF DIRECTORS, MAKE-UP OF THE BOARD OF DIRECTORS
The Board of Directors will be comprised of between three and eleven voting members with legal, financial and/or pedagogical expertise. Additionally, the school's bylaws will permit one representative of the Board of Trustees of the CUSD to serve on the CRA Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, this District representative will not be a District staff or Board Member.

ELECTION, TERM AND REMOVAL PROCESS FOR BOARD MEMBERS
The Board Membes will be chosen as follows:
> 1) CUSD may appoint a member to the Board of Directors if it so desires.
> 2) The then-seated Board of Directors will determine the selection process for representatives from the general community with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school.

To establish continuity and sustainability for the charter school's long-term success, members of the Board of Directors will serve three years in staggered terms. To create the staggered effect, the Board of Directors in the opening year will be elected to one, two and three year terms.
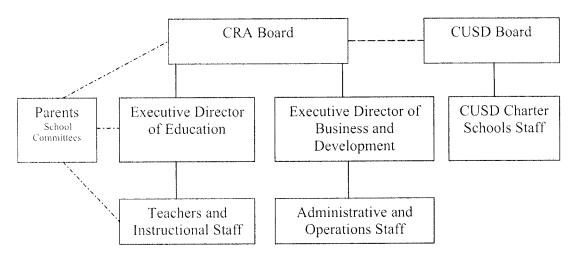
Community Roots Academy Board Members or other members of the Community Roots Academy community may recommend the removal of a Board Member pursuant to the Board of Directors' removal policy and procedure that will be set forth in the school's bylaws.

STRUCTURE OF THE BOARD
The Board of Directors will follow the Brown Act and will meet routinely. (Expulsion hearings and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question in accordance with current law). The Board will appoint a member as chairperson, and others as secretary

and treasurer (Chief Financial Officer). The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks before each Board meeting, the secretary will send out a request for agenda items. The school's Co-Directors and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for a Board meeting will be emailed to all Board of Directors members prior to the meeting. The agenda may also be posted on the school website and will be posted in hard copy on the community bulletin board at the school site. The treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to the school's primary fiscal employee to ensure that CRA is operating in a fiscally solvent manner.

The following is an outline of the proposed governance structure of CRA:

BOARD COMMITTEES
In accordance with the bylaws to be developed, the Board of Directors may establish ad hoc or standing committees to assist the Board in fulfilling its responsibilities. Each committee will consist of at least two Board Directors and may also include other members who are not Board Directors, including staff of the charter school. Following establishment of any ad hoc or standing committees by the Board of Directors, the President of the Board of Directors will accept nominations for committee members and a committee chair and will designate the chair and members of each committee. Each committee may have any number of Board Membes, up to two additional staff representatives, two parent representatives, and two community members. Committees will follow the bylaws of the governing Board. The following standing Board Committees are anticipated: (1) Finance and Facilities, of which the treasurer is an ex-officio member, and (2) Fundraising and Board Development. The Executive Director of Business and Development will be a non-voting member of the Finance and Facilities and the Fundraising and Board Development Committees.

BYLAWS
A set of bylaws reflecting the governance structure described herein is being drafted by a committee of elected Board Members, who will submit the bylaws to the full Board of

Directors for consideration and approval. The Capistrano Unified School District will approve any material changes from governance structure described in this charter.

BOARD TRAINING AND SUSTAINABILITY

CRA is committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include group training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. New Board Membes will go through an initial orientation to help ensure that they fully grasp their responsibilities as Board Members and develop the requisite expertise in public school oversight to be effective. Board Members may be given a stipend to attend supplemental training sessions in areas of school oversight as needed. The school will maintain in effect general liability and Board errors and omissions insurance policies.

STAFF COMMITTEES

Staff committees will advise the Co-Directors in areas within the scope of the committee and will assist in implementing administrative decisions. All teachers shall be members of at least one committee. Staff committees may include Education Programs, Personnel, School Culture and others as the Co-Directors deem appropriate. Staff committees will bring proposals to staff meetings for consideration by the whole group. They allow teachers to invest time in areas they are most interested and to hash out issues with more consideration than full staff meetings could afford. Staff committees are an important part of staff involvement in democratic decision-making at CRA. The administration will give strong consideration to proposals generated by committees and vetted by the full staff.

VOLUNTEERS AND PARENT ACTION COMMITTEES

CRA believes firmly that active parent and student participation in school operations and decision-making helps foster a public school's long-term sustainability as a successful program.

Once a student is admitted to the school, his or her family is encouraged to sign up with one of the school's parent action committees. It is through working on these committees that most parents will complete their recommended parent participation hours. Possible committees include Fundraising Committee, Landscape and Garden Committee, Building Maintenance Committee, Diversity Outreach Committee, Art and Music Committee, Business Partnerships Committee, Teacher Support Committee, and Parent Relations Committee. The Co-Directors of the school and the Board of Directors will oversee and direct the work of these committees. Where appropriate, especially in the higher grades, students will be invited to participate on these action committees in an effort to involve students in the ongoing operations of the school.

The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks of volunteers who will be on site when students are present. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at anytime students are

present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the charter school.

CURRICULUM AND EDUCATION PROGRAM EVALUATION TEAM
CRA will establish a Curriculum and Educational Program Evaluation Team composed of the Executive Director of Education and not fewer than three teachers and parents, all of whom shall have the annual responsibility to advise the Board on curriculum/textbook adoption, changes to instructional methodologies and practices, curriculum implementation, professional development needs, inclusion of paraprofessionals, academic goals, assessment, student performance benchmarks and other curriculum and instruction-related items requested by the Board of Directors. This work shall be performed in conjunction with an annual review of student assessment data and analysis of its implications for instruction. This team will report to the Board annually and more frequently as determined by the Board.

AMENDMENTS
Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the CUSD Board of Trustees and the CRA Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

SPECIAL EDUCATION GOVERNANCE
The Community Roots Academy and the Capistrano Unified School District pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

During its first year of operation, Community Roots Academy intends to function as a public school of the Capistrano Unified School District for purposes of providing special education and related service pursuant to Education Code Section 47641(b). Community Roots Academy and the District shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding.

After its first year of operation, Community Roots Academy shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the District shall not hinder or otherwise impede the efforts of the charter school to do so. In the event that CRA opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the District for special education purposes as required by Education Code Section 46741(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

V. QUALIFICATIONS OF SCHOOL EMPLOYEES

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

Va. QUALIFICATIONS OF SCHOOL EMPLOYEES

CRA will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the CRA Board and/or the Co-Directors. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school.

CRA will adhere to the No Child Left Behind ("NCLB") requirements with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e., English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in NCLB, as applicable to charter schools, CRA will have flexibility regarding the qualifications needed for teachers in non-core subject areas. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to state standards.

TEACHERS
The Community Roots Academy will employ a teaching staff who holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the "core" academic and college preparatory classes of mathematics, language arts, science, history /social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

Pursuant to the teacher qualification requirements under the NCLB, all CRA teachers teaching core subjects will be "highly qualified" as that term is defined under NCLB and further defined by California state regulations implementing NCLB requirements, as applicable to charter schools such as CRA. As required by NCLB, CRA will notify parents/guardians of students at the school if any teachers teaching a core subject will not meet these requirements. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated instructional ability, with experience in the school's instructional methods preferred, and knowledge of content to be taught.
- Possession of a CLAD credential for core college preparatory subjects.
- Desire to engage in professional development to continually improve effectiveness in improving student achievement.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards.
- Knowledge of assessment strategies, including the ongoing use of formative assessments and the ability to use data to adjust instruction to meet students' needs and to promote continuous improvement of student learning.
- Ability to effectively use instructional strategies to meet students' diverse needs
- Demonstrated competence in advanced technology as a teaching tools by integrating technology into instruction.
- Strong classroom management skills.
- A commitment to the school's mission and vision.
- Willingness to work with the CRA team to ensure continuous school improvement.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can succeed and a commitment to ensuring that all students master the content and skills necessary for success at the next level of schooling.
- Positive references from most recent employment and/or college or graduate school.

The Community Roots Academy also may employ or retain non-certificated instructional support staff where the candidate has an appropriate mix of subject matter expertise, professional experience and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

CO-DIRECTORS
The Co-Directors are the primary administrators of the charter school's program. In this role, the Co-Directors must possess both leadership skills and other job-related competencies to build and sustain a high quality educational program.

The job duties of the Executive Director of Education include the following:
- Promoting the school's mission and vision while overseeing the daily operations of the school;
- Creating and maintaining a supportive environment that helps students and staff feel safe and reach their full potential;
- Hiring, supporting, evaluating and, when necessary, terminating all instructional staff;
- Reporting on the school's academic performance to the governing Board, the charter authorizer and funders;
- Supporting teachers in instruction to implement the school's vision and realize the school's mission;
- Preparing credentialing paperwork and monitor processing;

- Coordinating all professional development activities of instructional staff;
- Organizing teacher common planning time;
- Acting as a liaison to external partners supporting the educational program;
- Representing school at meetings/forums; and
- Assisting in writing grants, facilitating fundraising and/or obtaining loans, as needed.

The qualifications for this position include:
- Organizational management experience with human and financial resources, including employees and volunteers, and compliance procedures related to academics;
- Leadership, supervision and staff development experience;
- At least five years teaching experience using the school's instructional methods;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors and community stakeholders;
- Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the internet and digital media;
- Advanced degree, preferably in education and/or administrative credential; and
- In-depth understanding of and commitment to the school's vision and mission.

The job duties for the Executive Director of Business and Development include the following:

- Overseeing the budget and financial reporting for the school;
- Hiring, evaluating, supporting and, when necessary, terminating non-instructional staff;
- Developing procedures around payroll, benefits and retirement withholdings;
- Training the office staff in attendance accounting, compliance reporting and other fiscal policies;
- Overseeing local and state compliance reporting;
- Managing vendor relationships (e.g., custodial, food service, technology)
- Assisting in the development of school policies;
- Developing with Board Members and stakeholders a strategic plan for the school;
- Procuring both short and long-term facilities for the school;
- Working with the Board of Directors and other stakeholders to procure additional funds for the school;
- Coordinating the technology infrastructure;
- Leading the fundraising efforts for the facility and for educational programs (including identifying grants, external funding sources, and financing);
- Reporting to the Board on the financial progress of the school; and
- Representing the school at public meetings/forums.

The qualifications for this position include:
- Organizational management experience with human and financial resources, including employees and volunteers, budgeting fiscal management and compliance procedures;
- Leadership and supervision experience;
- Experience in contract negotiations and vendor relationship management;
- Teaching experience in an urban educational setting;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors and community stakeholders;
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the internet and digital media;
- Advanced degree, preferably in business; and
- In-depth understanding of and commitment to the school's vision and mission.

SUPPORT STAFF
The school will seek administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their positions within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

GENERAL REQUIREMENTS, HIRING AND PERFORMANCE REVIEW
Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CRA will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. CRA will comply with the provisions of the No Child Left Behind Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis testing, as well as documents establishing legal employment status. The Co-Directors and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. CRA will pay for such services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at District, county or local college facilities.

Employee supervisors will be responsible for providing feedback on performance. They will not wait until major evaluations but will maintain an ongoing dialogue about how the employee performs his or her work. For example, the principals will visit classrooms regularly, for both quick "snapshot" visits and longer stays to keep in touch with teacher performance.

Major evaluations will occur once a year and will address all aspects of each employee's job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

Teachers will be evaluated by the EDE based on the following measures:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.
- Participation in school activities aligned with the school's mission and vision
- Performance rating on teacher evaluation rubric (see p. 58)

Classified and other personnel will be evaluated by the Chief Operating Officer based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. If requested, assistance will be provided to employees in due process. Please refer to Element 11 for specific details about the grievance process. All staff members have the right to due process at all times.

The Co-Directors will have the authority to create formal job descriptions for each position, recruit and interview candidates. The CRA Board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The Executive Director of Education will have the responsibility of evaluating the performance of the teaching staff on a yearly basis, and the Executive Director of Business and Development will have the responsibility of evaluating the performance of the administrative staff on a yearly basis. The CRA Board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Co-Directors, with input from the CRA Board, will determine the criteria by which to judge the performance of these employees. The CRA Board will create the job description and review the performance of the Co-Directors on a year-end basis.

Hiring Plan

CRA aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers in our core subject areas, in addition to instructional support staff who meet NCLB requirements. We have extensive experience working with the educational community in the CUSD and surrounding areas, including educators who CRA believes would be a good match for our program. In addition to attracting talented personnel in the immediate area, CRA plans to contact regional and national graduate schools of education to publicize CRA for experienced educators. CRA also will announce job openings through educator websites and email list serves, teacher recruitment fairs, professional publications, newspapers and through CRA's website.

CRA's education program calls for the employment of eight full-time certificated positions during its first year of operation, which includes seven certificated teachers and one administrator. In addition, CRA plans to employ one office manager and CRA will add two grade levels during each of the subsequent three years to be at full enrollment by the fourth year. At full enrollment, CRA plans to employ eight additional certificated teachers. All planned positions are clearly depicted in the Staffing and Personnel Data section of the attached five-year operating budget.

Vb. SALARIES AND BENEFITS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." Education Code Section 47605(b)(5)(K).

For retirement benefits, CRA currently anticipates that it will offer STRS to its certificated staff and a 403b plan in conjunction with Social Security for the rest of its non-certificated full-time staff, see attached financial plan. Non-certificated staff at CRA will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies.

CRA retains the option for its Board of Directors to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirements System ("PERS") or Social Security depending upon employee eligibility and what the Board determines is in the best interest of the staff and the school as a whole. CRA will participate in Social Security as required by law. If the Board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services.

Regarding salary levels, CRA does not anticipate adopting a formal salary schedule. Although CRA does not plan to use a formal salary schedule, CRA anticipates that it will be attractive to the types of teachers it seeks to hire. CRA will use an instructional model and a professional development structure that are not commonly found in California public schools. CRA's heavy emphasis on inquiry-driven project-based learning will attract teachers who seek to teach using these and other methods used at CRA; to refine their teaching practices through ongoing pedagogical development and reflection; and to be a member of a school community that shares and promotes these same values. In some cases, we may be prepared to offer individual candidates higher compensation than they would receive from local Districts if this is necessary to attract high quality candidates to our program, and salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. This philosophy is reflected in the attached financial plan.

The Co-Directors, with approval from the CRA Board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees, which will allow CRA to attract and retain the caliber of employees necessary for CRA's success.

VI. HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 4437." Education Code Section 47605 (b) (5) (F).

Prior to commencing instruction, CRA will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

1) A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
2) Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan). This Disaster Plan will be appropriate to the school site.
3) Policies relating to preventing contact with blood-borne pathogens.
4) A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
5) Polices relating to the administration of prescription drugs and other medicines. All facilities and sites will meet federal, state and local building codes and requirements applicable to California charter schools prior to the site being used by CRA. All structures secured for CRA staff and students will meet or exceed the requirements set forth in the following codes or acts:
   a. Federal Uniform Building Code (UBC)
   b. Fire and Emergency Exit Codes
   c. Health and Safety Codes
   d. Local Building Codes and
   e. Americans with Disabilities Act (ADA)
6) A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard.
7) Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
8) A policy establishing that the school functions as a drug, alcohol and tobacco free workplace.
9) A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.
10) A policy against sexual harassment and provides for training on this topic.

11) A policy outlining school staff training on the school's health and safety policies.
12) Policies requiring that every female student in grade 7 and every male student in grade 8 shall be screened for scoliosis. The screening shall be in accordance with standards established by the California Department of Education. Policies detailing how CRA will test each student's vision and hearing upon first enrollment in the school and at least every third year thereafter until the student has completed the eighth grade.

Health and Safety issues will be dealt with in accordance with CRA Board Policies. These policies will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

AUXILIARY SERVICES
School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies, monitoring of compliance with those policies and implementation of awareness training.

VII. RACIAL AND ETHNIC BALANCE

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

The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to achieve a racial and ethnic balance that is reflective of the CUSD:

1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
2) The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the District, including materials in languages other than English to appeal to limited English proficient populations
3) Meetings and events in locations that assist in reaching a racial and ethnic balance that is reflective of the CUSD
4) The distribution of promotional and informational materials to nonprofits and businesses that serve the various racial, ethnic and interest groups represented in the District
5) Creation of a Facebook page and website
6) A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur

Because we seek a targeted student population whose families may not be reachable by traditional means, CRA plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the local area. CRA also may use bus stop signage and places of worship and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

VIII. STUDENT ADMISSION REQUIREMENTS

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

The charter school will actively recruit a diverse student population. Students who understand and value the school's mission and are committed to the school's instructional and educational philosophy will be encouraged to apply. Admission to CRA shall be open to any resident of California that is of legal age to attend public school (e.g., old enough to join Kindergarten). Pupils will be considered for admission without regard to disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. The school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the CUSD.

Community Roots Academy has no requirement for admission and must admit any child that wishes to apply. We do, however, have a family-school agreement which all parents will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or refusing to attend an orientation. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement.

FAMILY SCHOOL AGREEMENT
This agreement has two main components: 1) agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of Community Roots Academy and will support those policies at home and will work to ensure that their children abide by the rules of the school. 2) Voluntary Family Participation Plan. Signing the voluntary Family-School Agreement also outlines the volunteer agreement of completing twenty hours per year of participatory services at the school and for submitting a plan for completion of those hours. Parents are greatly encouraged to complete these hours and every effort will be made to offer flexible options to parents to perform these hours; however, no student will be denied admission or continuing enrollment at the school due to their parents not completing these hours.

NO ADMISSION TESTING
Post matriculation, Community Roots Academy will hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to monitor and assist each student's academic progress. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be asked to attend voluntary summer and after school programs designed to remediate any deficiencies.

APPLICATION AND ENROLLMENT PROCESS
The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation

sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Community Roots Academy will develop a standardized application form required of all prospective students. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of Community Roots Academy. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school, though willingness to sign the information sheet will in no way influence the admissions process.

TIMELINE FOR FIRST YEAR OF OPERATION
Applications for admission will be made available in March of our first year and will be due May 1st. The school will hold at least three parent information meetings between January and April so parents can learn more about the school before they apply.

TIMELINE FOR SUBSEQUENT YEARS OF OPERATION
Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

THE LOTTERY AND PRIORITY ADMISSIONS
If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade by grade basis to fill the available slots per grade. All applicants to a grade will have their name randomly drawn. Those students who have their name drawn after the number of admission slots to that grade have been filled will be placed on an admissions waiting list for that grade in the order that they were drawn.

This lottery will take place during the last week in March (the lottery for opening year 2011, will be May 20, 2011). The lottery will be conducted with the following admissions preferences being given in the order given below.

    1) Students currently attending the school
    2) Siblings of students already attending the school

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

THE ENROLLMENT PROCESS

Each spring, after the lottery for admission, the school will hold an orientation meeting for parents. At the meeting, staff and parents will review school policies and be asked to sign the family-school contract and official enrollment papers. The enrollment packet also includes information such as an immunization record and a list of emergency contacts. Parents will also, at this meeting, be asked to sign up with a parent action committee through which they will do most of their parent volunteer hours. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make this meeting must make a personal appointment with the charter school's Co-Directors or designee to address the information covered in the meeting.

IX. AUDIT

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

The CRA Board of Directors will form an audit committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The members of the audit committee will not have a direct, personal financial stake in matters audited.

Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller's Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school's financial statements, average daily attendance and enrollment accounting practices, and review the school's internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor's findings will be forwarded to the charter-granting agency, the county superintendent of schools, the State Controller, and the Superintendent of Public Instruction.

The school's audit committee will review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In addition, the charter granting agency's primary factor when deciding whether an audit exception or deficiency is resolved is whether the auditor considers the item resolved; however, the charter granting agency may reserve the right to only consider an item resolved once the charter granting agency believes the item is resolved to its satisfaction (EC 47605(b)(5)(I)).

X. SUSPENSION / EXPULSION PROCEDURES

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

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, CRA will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Co-Directors shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. CRA will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at Charter School or at any other school: (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. A CRA student *shall be* recommended for suspension or expulsion for the following acts:

1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with one of the charter school Co-Directors or designee's concurrence.
3) Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5) Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
6) Made terrorist threats against school officials and /or school property.
7) Committed sexual harassment as defined in Education code Section 212.5.
8) Caused, attempted to cause, threatened to cause, or participated n an act of hate violence as defined in Education Code Section 233. (e)

An CRA student *may be* recommended for suspension or expulsion for the following acts:
1) Committed or attempted to commit robbery or extortion.
2) Caused or attempted to cause damage to school property or private property.
3) Stole or attempted to steal school property or private property.
4) Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
5) Committed an obscene act or engaged in habitual profanity or vulgarity.
6) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5
7) Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
8) Knowingly received stolen school property or private property.

9) 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.
10) 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.
11) Intentionally harassed, threatened or intimidated a student or group of students to the extent 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.

SUSPENSION PROCEDURE
Suspensions shall be initiated according to the following procedures:

Informal Conference:
Suspension shall be preceded by an informal conference conducted by the charter school Executive Director of Education or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school Executive Director of Education.

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

Notice to Parents/Guardians:
At the time of the suspension, a charter school employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
  Authority to Expel
Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The expulsion panel shall be made up of two teachers and one member of the CRA Board of Directors. The teachers shall not also be members of the CRA Board or the primary teacher of the student being considered for expulsion. The member of the CRA Board shall not be a CRA employee or an immediate relation of such an employee. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion."

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

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1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

EXPULSION PROCEDURE

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school Co-Directors or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The hearing will be presided over by the charter school Co-Directors who will make a recommendation to the expulsion panel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1) The date and place of the hearing;
2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3) A copy of charter school'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 in charter school to any other District in 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;
6) The right to inspect and obtain copies of all documents to be used at the hearing;
7) The opportunity to confront and question all witnesses who testify at the hearing;
8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

RECORD OF HEARING:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE:

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school Board of Directors which will make a final determination regarding the expulsion.

Written Notice to Expel:
The charter school Co-Directors or designee following a decision of the charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1) The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above
2) Notice of the right to appeal the expulsion
3) Notice of the student's or parent /guardian's obligation to inform any new District in which the student seeks to enroll of the student's status with the charter school

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school District of the pupil's last known address within 30 days, and shall, upon request, provide that school District with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their District of residence pertaining to expelled students.

APPEAL OF SUSPENSION OR EXPULSION
The suspension of a student will be at the discretion of the EDE or the EDE's designee. Expulsion of a student will be recommended by the EDE and must be approved by the Board of Directors. Parents and/or guardians will be notified in advance of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the EDE, and upon consideration the EDE's decision is final. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the CRA Board of Directors. The decision of the panel of representatives of the Board of Directors will be final.

In the event of a decision to expel a student from CRA, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

XI. STAFF ISSUES

Capistrano Unified School District employees cannot be required to work at CRA, nor can the District require the charter school to hire District non-certificated, certificated, or confidential employees, with the exception of District employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to District transfers without written consent of that employee.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the charter school Board of Directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school Co-Directors will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the District when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

CREDENTIAL MONITORING

All teachers will be highly qualified as defined by No Child Left Behind. Appropriate records of credentials held by CRA teachers and supporting documentation will be maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law.

WORK MATTERS

Work calendars, hours per week, and vacation time will be determined by individual employment work agreements. Administrators and office staff will work a calendar year of 12 months, with a standard week of approximately 40 hours. These staff may possibly work extra time for special events, school meetings, etc. Teachers will typically work a calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings and professional development (including staff development days and supplemental instruction). Teacher will likely work longer hour weeks for evening parent conferences, for school meetings, events, preparation of instruction and professional development.

TIME OFF

CRA will comply with all the regulations pursuant to California Labor Code 233. Only full-time employees working year round (12 months a year) in excess of 36 hours per week may accrue and take paid vacation time. Part time employees working 30 hours per week or more will receive pro-rated paid vacation. Part-time employees working less than 30 hours per week will not be eligible for paid vacation. Full-time employees will accrue 15 days of paid vacation per year, which cannot be carried over from year to year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month).

SICK DAYS

Full-time employees and teachers working in excess of 36 hours per week may take paid sick leave. Full-time employees and teachers working in excess of 36 hours per week accrue a total of 10 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one sick day per month). Eligible employees may not carry over unused sick leave from one school year to the next. Sick leave will not accrue during any unpaid leave of absence.

BEREAVEMENT

Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid Bereavement Leave is available only to a full-time employee or teacher who has been working at CRA for twelve (12) consecutive months. Upon request, and at the school's sole discretion, those employees not eligible for paid Bereavement Leave may take up to five (5) days unpaid leave per rolling 12-month period   as   bereavement   leave.

CRA retains the right to modify any of the preceding 'work related matters' policies as it deems appropriate.

Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing CRA. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

DUE PROCESS

All staff members will have due process rights that include:
- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

GRIEVANCE PROCEDURE

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the CRA Board of Directors. The Board of Directors will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse

themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the CRA Board of Directors hearing the grievance will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as practical. The decision of the CRA Board of Directors will be final. If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention may be necessary.
If the grievance is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

CORRECTIVE ACTION
Any CRA employee who engages in unprofessional behavior of any kind will face disciplinary action up to and including termination.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school District who choose not to attend charter schools." Education Code Section 47605(b)(5)(L).

No student is required to attend the Community Roots Academy. Students who do not attend the school may attend their local school or pursue an inter-District transfer in accordance with existing enrollment and transfer policies of their District or county of residence.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in CRA, except to the extent that such a right is extended by the Capistrano Unified School District.

XIII. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

"Description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school and of any rights of return to the school District after employment at a charter school." Education Code Section 47605 (b)(5)(M).

Those members of the charter school staff who leave employment in Capistrano Unified School District to work at CRA shall not have any right to return to employment within the CUSD without prior consent by the CUSD.

Employees of CRA who were not previous employees of the Capistrano Unified School District will not become employees of the Capistrano Unified School District and will not have the right to employment within the District upon leaving the employment of the charter school.

Upon dismissal from the charter school no previous CUSD employee may return to the District for employment without the prior written consent of the CUSD.

XIV. DISPUTE RESOLUTION

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

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on CUSD, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The Members of the Board of Directors and the staff of the charter school and the District agree to resolve all disputes regarding this charter school pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors Members of the school, shall be resolved by the charter school and the Board of Directors pursuant to policies and procedures developed by the charter school Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of the charter school and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Co-Directors of the charter school for resolution pursuant to the charter school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of the charter school has requested the District to intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

In the event that the charter school and the District have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of Directors Members of the school and District agree to first frame the issue in written format and refer the issue to the District superintendent, or his/her designee, and the charter school Co-Directors. In the event that the District superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The charter school Co-Directors and the District superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. 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 superintendent of the District and the Co-Directors of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Co-Directors shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The superintendent and Co-Directors shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL
The Capistrano Unified School District Board may inspect or observe any part of the charter school at any time. With only occasional exceptions, the District will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the Capistrano Unified School District believes it has cause to revoke this charter, the Board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. CRA understands and accepts that the Board of CUSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that CUSD has given CRA prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the District determines, in writing, that the violation constitutes a 'severe and imminent threat to the health or safety of pupils' (EC 47607d). CRA agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

The Board of the Capistrano Unified School District agrees to receive and review the annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the District must notify the Board of Directors of the charter school if it considers the charter school to not be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District's conclusions.

XV. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act." Education Code Section 47605(b)(5)(O).

Community Roots Academy will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, CRA employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

XVI. CLOSURE PROTOCOL

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

If the school ceases operation, and the Board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer and shall be the CRA Board of Directors. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's Districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' Districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity.   Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.

- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.

- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and

- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

XVII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

XVIIa. BUDGETS

FINANCIAL PLAN

A financial plan for the school is attached. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, as outlined in the following tables. Some of the most basic assumptions include:

1. 130 students in Year 1, with an ADA rate of 95%, growing to 350 students in Year 5.
2. Funding rates as outlined on Table V.
3. Class size ratios of 20:1 in Kindergarten-3 grades, 25:1 in grades 4 and 5 and 30:1 in grade 6.

XVIIb. FINANCIAL AND PROGRAMMATIC REPORTING

BUDGET AND FINANCIAL REPORTING SCHEDULE
CRA will annually prepare and submit to CUSD:
- On or before July 1st, a final budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

OTHER FINANCIAL REPORTS
CRA will implement an attendance recording and accounting system which complies with state law.

CRA anticipates applying for the Charter School Revolving Loan Fund. If it does so, CRA understands that it must comply with Education Code section 41365 if it receives funds.

CRA will be a directly funded charter school. CRA anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

CRA will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

XVIIc. INSURANCE

Capistrano Unified School District shall not be required to provide coverage to CRA under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect CRA from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect CRA from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than $2,000,000 for each occurrence. The policy shall be endorsed to name the Capistrano Unified School District and the Board of Education of CUSD as additional insured.
3. Fidelity Bond coverage shall be maintained by CRA to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

INSURANCE CERTIFICATES
CRA shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

OPTIONAL INSURANCE
Should CRA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the charter school.

INDEMNIFICATION
With respect to its operations under this charter, CRA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of CRA or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of CRA as outlined above.

With respect to its operations under this charter, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend CRA, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of CRA, its officers, directors and employees.

XVIId. ADMINISTRATIVE SERVICES

CRA anticipates that the Executive Director of Business and Development will oversee the business operations of the school. We anticipate utilizing an experienced charter school accountant, ExED, to set up the school's chart of accounts in an easy to use accounting software package (e.g., Quickbooks) and to train the Executive Director of Business and Development on the proper classification of entries utilizing this chart of accounts. The Executive Director of Business and Development would then have ongoing responsibility for overseeing the school's accounting and which would be performed by a charter school business management firm, Ex ED. CRA further anticipates utilizing an outside payroll vendor, ExED for generation of paychecks and tax withholdings. CRA will coordinate with the county to report pertinent STRS payroll data. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

Community Roots Academy may contract with the District for business services or may contract with any agency experienced in school finance, as determined by CRA staff and/or its Board of Directors. The charter school anticipates hiring a charter school business management firm with experience in school finance to run the bulk of the business needs of the school.

XVIIe. FACILITIES

SCHOOL LOCATION
CRA is currently evaluating numerous appropriate sites within the CUSD boundaries. Negotiations have commenced with multiple sites that have moved to the top of CRA's site list. Community Roots Academy's facility subcommittee has partnered with a local real estate professional to continue to expand the school's site list and assist with negotiations on potential locations. Minimum criteria for a CRA site includes: a) a safe and clean in-district location, b) available space to accommodate CRA's 3 year plan, and c) expense levels that are at or under budgeted levels.

XVIIf. TRANSPORTATION
CRA does not anticipate providing home to school or school to home transportation services; however, CRA will cooperate with CUSD and its SELPA to ensure that students with IEPs that require such services receive them. CRA does anticipate occasionally

arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

XVIII. IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school District with a District impact statement. This section provides information regarding the proposed operation and potential effects of CRA on the CUSD.

ADMINISTRATIVE SERVICES

CRA will be constituted as a California Public Benefit Corporation and will be governed by a Board of Directors as described above. The Co-Directors will have lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the CUSD. These include financial management, personnel, and instructional program development. If CRA desires to purchase any administrative services from CUSD, CRA will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the CUSD. In addition, CUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

FACILITIES

Because CRA plans to lease facilities and anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs, the petitioners believe that the facilities impact on the CUSD will be minimal and will not affect the District's long-term facilities plans. In the event that the District has space available, the petitioners may seek to discuss with the District the potential for using that space and associated costs.

No matter which facility CRA secures, the charter school anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

The petitioners believe that the facilities impact on the CUSD will be minimal because the charter school intends to secure its own facility independent of the CUSD's current and long-term facilities plans.

CIVIL LIABILITY

CRA will be formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the CUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the CUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the CUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors Members, and, where appropriate CUSD personnel.

XIX. ADDITIONAL CLAUSES

TERM
The term of this Charter shall be 1st of July 2011 through the 30th June 2016. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

SEVERABILITY
The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective Boards of CRA and CUSD. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

MISCELLANEOUS
The Capistrano Unified School District and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the District and the charter school.

The MOU shall include, but not be limited to the following:

Services to be purchased by the charter school from the District, and the fee schedule for such services, transportation and food services to be provided by the District, if any; special education services and funding formulas; hold harmless indemnification, if required by the District; cash advances to handle cash flow issues, if necessary; charter school's receipt of mandated cost reimbursement; fiscal reporting requirements to the state, either independently or through the District; and District support for the charter school in seeking additional funding.

The charter school may procure administrative services from the District, including site budgeting, instructional programs, development, custodial services, and food services accounting, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The District will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of CUSD if CRA should default. As a nonprofit organization, CRA anticipates that CUSD's liability will be minimal as long as the District performs its oversight functions, according to law.

CRA reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

All official communication between the charter school and the Capistrano Unified School District will be sent via first class mail or other appropriate means to the Charter School Co-Directors and the Superintendent of the District.

ASSURANCES

Community Roots Academy:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*

2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*

3. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*

4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*

5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be offered a chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*

6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*

7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*

9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*

10. Will at all times maintain all necessary and appropriate insurance coverage.

11. Will be located at a facility within the boundaries of the school District, unless the school is able to find a viable facility there despite a thorough search, as provided by law *[Ref. California Education Code §47605(a)(4)]*

12. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Attached Items
Academic Calendar and Schedule
CRA plans to offer 180 days of instruction during the regular school year (noting that the legal the minimum number of instructional days per year for California charter schools is 175 days. CRA will offer more than the legal minimum number of instructional minutes per grade: in Kindergarten, 36,000 minutes; in grades 1 to 3, 50,400 minutes; and in grades 4 to 8, 54,000 minutes. We anticipate offering significantly more than these minimums each year. CRA will open by September 30 of its first year of operation. We anticipate the following academic calendar and schedule for the 2011/12 school year:

Anticipated first day of school 2011-2012:   September 6, 2011
Anticipated last day of school: June 20, 2012

Anticipated holiday schedule:

Holiday	Dates
Labor Day	September 5, 2011
Veteran's Day	November 11, 2011
Thanksgiving	November 24-25, 2011
Winter Recess	December 23, 2011 – January 3, 2012
MLK Holiday	January 16, 2012
President's Day(s)	February 18-28, 2012
Spring Recess	April 7 - 16, 2012
Memorial Day	May 28, 2012

In addition to the holidays observed above, CRA's school calendar will include 7 days of planning and professional development of the school's staff during the school year, according to the needs and the budget for professional development.

SAMPLE CALENDAR ATTACHED

Community Roots Academy 2011-2012 Calendar

Symbol	Meaning
X	Holiday Students & Staff
(dark shade)	Profesional Development Teachers Only
(light shade)	Profesional Development Teachers (Late Start)

Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September				1	2	5 X	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November		1	2	3	4	7	8	9	10	11 X	14	15	16	17	18	21	22	23 X	24 X	25 X	28	29	30		
December				1	2	5	6	7	8	9	12	13	14	15	16	19 X	20 X	21 X	22 X	23 X	26 X	27 X	28 X	29 X	30 X
January	2 X	3	4	5	6	9	10	11	12	13	16 X	17	18	19	20	23	24	25	26	27	30	31			

Attendance / work calendar (year 2012). Days run Monday–Friday across successive weeks; "x" marks crossed-out cells and several Wednesday cells are shaded in the original.

Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Feburary			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29							
March				1	2	5	6	7	8	9	12	13	14	15	16	19 x	20 x	21 x	22 x	23 x	26	27	28	29	30					
April						2	3	4	5	6	9 x	10 x	11 x	12 x	13 x	16	17	18	19	20	23	24	25	26	27	30				
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28 x	29	30	31						
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
July						2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			

April 6, 2010

Dear Capistrano Unified School District Board of Trustees,

As the co-authors of 21st Century Skills, Learning for Life in Our Times, http://www.21stcenturyskillsbook.com/index.php we are writing to express support of Community Roots Academy's educational mission and vision.

Following review of the CRA material and speaking with co-founders Jeremy Cavallaro and Eve Fein, it became clear CRA will strive to provide the important 21st century learning we feel students will need to survive and thrive in a complex and connected world.

We believe CRA will provide an excellent educational option for families who want to help ensure their children will have the skills needed to succeed in the future. In our view, CRA will be an asset to the Orange County educational community.

Thank you,

Charles Fadel and Bernie Trilling
Co-authors: 21st Century Skills, Learning for Life in Our Times

CSDC

Charter Schools Development Center

April 22, 2010

Dear Capistrano Unified School District Board of Trustees,

As a representative of the Charter School Development Center (CSDC) I am writing to convey my favorable impressions of Community Roots Academy's charter school plans.

I have considerable experience with charter schools, both operating schools and schools in development, like CRA. I have been a charter school co-founder and principal, have conducted school quality reviews (two-day visits) of over a dozen schools, have read and reviewed over 40 charter school petitions, and have had numerous other ways of interacting with charter school leaders over the past ten years.

I have been impressed with the quality of the educational vision presented in Community Roots Academy's charter and as articulated by steering committee member, Jeremy Cavaliero. The petition is one of the highest quality documents I have seen, in terms of presenting a compelling instructional vision that is supported by research and fills a need in the public school landscape. The trend in schooling has been away from inquiry-driven, student-centered programs that emphasize higher order thinking skills, technology use and real world application. CRA's founders appear to have an advanced understanding of how to implement such a program, drawing on high quality methods and materials and talking about their use with sophistication. The implementation of a high quality educational alternative in this vein would presumably be a benefit to Orange County families looking for such options.

Please feel free to contact me with any questions.

Best regards,

Susanne Cole
Program Director