

# KAVOD ELEMENTARY CHARTER SCHOOL

Charter Renewal Petition  
Submitted to San Diego Unified School District

For the term July 1, 2015 through June 30, 2020



## KAVOD ELEMENTARY CHARTER SCHOOL

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September 12<sup>th</sup> 2014

Board of Education  
San Diego Unified School District  
4100 Normal Street  
San Diego, CA 92103

Dear San Diego Unified School District Board of Education:

I want to thank you for providing Kavod Elementary Charter School the opportunity to bring the vision of a Hebrew charter school in San Diego to fruition. It has been an immense privilege for everyone involved in developing our program to have established the only school in San Diego that is able to teach the modern Hebrew language to a diverse community, outside of a religious context and in a public setting.

The name KAVOD means respect. As my philosophy of education highlights the importance of respect, I am honored to be leading a program that emphasizes this value in our students and throughout our school community.

Respect is a core element to successful citizenship. At Kavod we respect our students by nurturing their work ethic, enhancing their academic skills, cherishing their individuality and diversity, and promoting the importance of their role in our community. Kavod does this by providing students the value of a strong academic program coupled with dual language and instilling in our students the importance of being socially responsible, respectful individuals who have an appreciation for all world cultures.

Having previous experience establishing and stabilizing multiple schools, I recognize that it requires a strong team of dedicated individuals to ensure an organization's success. It also takes time. Kavod has a community of stakeholders dedicated to the success of our students through the success of our program. We have only been servicing students for one year, and throughout this time we have met all of our academic goals, grown in size and had exemplary satisfaction rates from our school families. We are well on our way to building a presence in the San Diego community as an exceptional school that caters to a diverse population.

As our program flourishes throughout the future years, I look forward to Kavod continuing to benefit San Diego County.

Thank you for your consideration,

Alexa Greenland  
Director of Kavod Elementary Charter School

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## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Tamar Caspi, hereby certify that the information submitted in this petition for a California public charter school named Kavod Elementary Charter School (“Kavod Elementary” or the “Charter School”), and located within the boundaries of the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Kavod Elementary for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend Kavod Elementary, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Tamar Caspi, Lead Petitioner

Date

9/11/14

# BACKGROUND

Kavod would like to introduce our charter petition by celebrating some of our achievements over our first charter term:

## Enrollment:

- Our enrollment almost doubled between year 1 (13-14) & year 2 (14-15)
- All families who did not re-enroll were still extremely pleased with our program. The only reasons for non-reenrollment:
  - families moved out of region (6 students),
  - families wanted religious schooling (3 students),
  - families wanted siblings to be enrolled in the same school with the other sibling who are in a grade we do not offer (1 student).

## Academic Achievement:

- Kavod met 100% of our student achievement goals for the 2013-2014 school year.

## Student Attendance:

- Kavod had a P-1 Average Daily Attendance ("ADA") of 97.8% and a P-2 ADA of 98.06%

## Parent and Student Satisfaction with Program:

Below are the results from our end of the year anonymous family survey -

- 100% of our families agreed or strongly agreed with the following statements:
  - The faculty at Kavod treat my child(ren) with respect and fairness.
  - Kavod celebrates the successes of its students.
- Between 95-99% of families agreed or strongly agreed with the following statements;
  - I feel comfortable asking questions and expressing my concerns at the school.
  - Kavod is a safe and nurturing environment for my child(ren).
  - I believe Kavod ran a very strong program for its first year of operation.
  - Overall, I am satisfied with Kavod Elementary Charter School.
- 98% of our students stated that they would tell a friend they liked their school.

## Open-Ended Comments from Parents from the family survey:

- *For a first year start up I am very impressed! I think the selection of teachers and admin are its greatest strengths - I am very happy with my son's education - I am very impressed with the amount of work done by a small admin team - I feel this school has heart and spirit and is a great place for my child to learn about himself and the world.*
- *As a parent that brought my children into this school couple months before school ending I was unsure about this school. But my children love it and I love everything about it. They learned Hebrew so quickly and love the teacher student ratio. I promote this school everywhere we go.*
- *I like the innovative educational methods used by the teachers. And I really like that almost everyone seems to know & genuinely care for not only my child but all the students.*
- *I love the small class size and the focus on the whole child.*

- *The student teacher ratio and exceptional leadership of the Director and her staff. The diversity of the classrooms also make the school unique.*
- *The teacher student one on one education is wonderful. My children get the time they need with their teacher to learn exactly what they don't understand about their education.*
- *The longer school day makes a difference in not coming home with a bookbag of homework. The homework review lets me know that my child is succeeding in school.*
- *All Kavod activities and programs are well thought out and attended. These events/lessons are a critical aspect to the school and what differentiates our program and helps support our mission statement.*

#### Fiscal Reserve

- After year one in operation Kavod had an ending fund balance of: \$401,804.62.

#### Audit Results

- Kavod's audit occurred on 8/29 and the report will not be ready until after the charter submissions, however based on the feedback provided, Kavod anticipates a Clean Opinion.

# Element 1: 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 21<sup>st</sup> 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 life-long learners.” Ed. Code § 47605 (b)(5)(A)(i)*

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

## INTRODUCTION

The Kavod Elementary Charter School Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school develops a community of life-long learners, creative thinkers, and responsible individuals by providing innovative and high-quality educational programs in a safe and supportive environment.

Kavod Elementary operates as an independent elementary charter school, ultimately offering instruction in grades K-5. Kavod opened in 2013 with grades K-2 and will add a grade level each year. Kavod Elementary will ultimately serve up to 60 students in each grade. Kavod Elementary is a member of the Hebrew Charter School Center (“HCSC”) network of schools. (See APPENDIX A.) As a member of the HCSC network of Hebrew language charter schools, Kavod Elementary has access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. With this support, in addition to its own expertise and resources, Kavod Elementary successfully serves its students by delivering the highest caliber educational program and through building a sustainable school.

## MISSION AND VISION

### MISSION

The mission of Kavod Elementary Charter School is to promote academic excellence, utilizing a Modern Hebrew-English language program, within a service-learning environment, with a deep commitment to the development of responsible citizens who can thrive in our global community.

### VISION

Our vision at Kavod Elementary Charter School is to create a dynamic community of learners who strive for academic excellence and achievement and who become proficient Hebrew and English speakers. Through investing in our teachers and educational programs, our students will be continually challenged in order to meet their full potential.

We believe in creating a diverse community where students work together, actively engaging in service-learning projects in order to become productive members of society. In this environment, our students develop the tools needed to achieve success in their continued education, careers and journey in life.



## THE MEANING OF “KAVOD”

Kavod is the Hebrew word for honor and respect. It is a word of great strength and importance in the Hebrew language and these are the traits we want to instill in our students’ lives and to interweave throughout all aspects of the school. In order to develop life-long learners, 21<sup>st</sup>-century-educated people and socially-aware citizens, Kavod Elementary creates a culture of honor and respect towards education and the learning process.

In building a school climate focused on respect, Kavod Elementary takes great strides in developing a sense of community among the teachers, parents, students and general stakeholders, as expected in adhering to state priority 6. We encourage pupil engagement, state priority 5, in a plethora of ways, and keep the concept of respecting each other, themselves and their education at the forefront of our endeavors to engage students in their schooling.

## EDUCATIONAL PHILOSOPHY

Kavod Elementary believes education should prepare students to take personal responsibility for tomorrow’s world. Thus, Kavod Elementary provides its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens.

In order to accomplish this, Kavod Elementary, an independent elementary charter school, offers an academically rigorous K-5 curriculum, which includes intensive instruction in Modern Hebrew with an integrated language and service-learning model. Students are active learners and engaged in experiential, inductive, hands-on learning—i.e., learning that is focused on higher order thinking and addresses individual student needs through differentiated instruction. Kavod Elementary’s rigorous academic program fosters college and career readiness in a 21st century, globally competitive society.

## STUDENTS TO BE SERVED/EDUCATED

Kavod Elementary Charter School serves a diverse population in the Serra Mesa area. Our families reside throughout San Diego County and have various socioeconomic backgrounds. In an effort to adhere to one of our core program components of promoting ‘diversity,’ Kavod Elementary Charter School targets diverse communities to enhance the program. The students who attend our program are very pleased and enjoy their educational experience. The attendance rate for 2013-2014 was 98%. In adherence to state priority 5, we will continue to promote strong attendance.

### **STUDENTS SERVED**

In the 2013-2014 school year, our families commuted primarily from within the University City, Ocean Beach, North Park and Mission Valley East areas and scattered everywhere in between. For 2014-2015 Kavod Elementary experienced significant growth, expanding in all directions, including as far North as Escondido, South as Otay Mesa, West as La Jolla and East as Rancho San Diego, growing in enrollment everywhere in between—far overreaching the umbrella of families served by San Diego Unified School District; thus Kavod Elementary Charter School nearly doubled its enrollment in Year 2.

Since our families reside in all areas, a diverse population creates the community of students who attend Kavod Elementary Charter School. Based on home language surveys, languages primarily spoken at home other than English include Hebrew, Spanish, Italian, German, Polish, Russian and Portuguese. At the start of the 2013-2014 school year, 38% of our population came from English Learner homes. For the 2014-2015 school year, the figure was 32%.

Of particular interest is the increase in diversity of races attending. In 2013-2014 the majority of students, 84%, were White, 1 % were American Indian/Alaskan Native, 1% were Asian, 5 % were Black or African American, 4% were Hispanic and 5% were of Pacific Islander-Hawaiian descent. We experienced growth in most areas with impressive growth within the Hispanic community for the 2014-2015 school year; 66% were White, 2% were American Indian/Alaskan Native, 2% were Asian, 9% were Black or African American, 15% were Hispanic and 3% were of Pacific Islander-Hawaiian descent. Only 2% of the population declined to state race.

The male/female ratio was where there was the greatest disparity. Of the 56 students enrolled in the 2013-2014 year, 32% were girls and 68% boys. In the following year, the percentage of girls increased to 38% and boys lowered to 62%.

From the economic data provided (family size and income) only 55% of our families participated in the free and reduced lunch program in 2013-2014; however, had all families participated in the program, 87.7% would have qualified for free or reduced meals for the 2013-2014 year. The remaining percentage either did not provide that information or didn't qualify. The 2014-2015 school year showed an increase of families qualifying for free and reduced lunch to 69%, with the remaining families opting to not participate or not qualifying.

Kavod Elementary found that serving a smaller community in the opening years had immense advantages. By beginning small, Kavod Elementary was able to ensure an extremely solid academic and structural foundation to the school that was evident in our family satisfaction survey results, our attendance rates and our academic successes. As we are going into our second year of instructional operation, Kavod Elementary believes we can comfortably enroll for two classes per grade as we expand. Though serving 3 classes per grade may become a feasible option in later years, to ensure school stability financially we have modified the class expectations to 2 classes per grade, implemented gradually. This will ensure that we are able to work within our budget for staffing and school development, and maintain a significant reserve.

Although total enrollment capacity would be approximately 360 in grades K-5, enrollment projections described below in Table 1 reflect a slow, stable growth projection and some minimal net attrition in enrollment.

Table 1: Kavod Elementary Student Enrollment Projections

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Kindergarten	25	40	50	60	60	60	60
1st Grade	18	30	40	55	60	60	60
2nd Grade	13	20	30	40	55	60	60
3rd Grade		15	20	28	40	53	53
4th Grade			15	18	28	38	53
5th Grade				14	17	26	37
<b>Enrollment</b>	<b>56</b>	<b>105</b>	<b>155</b>	<b>215</b>	<b>260</b>	<b>297</b>	<b>323</b>

The school works to attract a heterogeneous cross section of San Diego's population, including a proportionate number of students who are English Learners (ELs) and Special Education students.

In 2013-2014, Kavod Elementary's English Learners comprised 14% of the student population. This population increased to 32% in 2014-2015 based on the Home Language Surveys. Students entered Kavod Elementary with primary languages of: Hebrew, Russian, Portuguese, Spanish, German, Italian and Polish.

In both 2013-2014 and 2014-2015, Kavod Elementary Special Education students comprise(d) approximately 7% of the student population.

According to demographic data compiled by Dataquest for the California Department of Education, SDUSD enrolled 130,303 students in 2013-2014. The ethnic categories which made up the vast majority of the enrollment are: African Americans constituted 9.6% of the District's students, Asians 8.4%, Hispanics 46.7% and Whites 23%.

We were fortunate to be granted prop 39 where we have had a wonderful relationship with Cubberley Elementary. As we are beginning to outgrow the school site we are now looking in surrounding areas to find a permanent school facility. We are primarily looking for facilities in Serra Mesa, Kearny Mesa and the Clairemont area. Based on properties we are currently in discussions with (see APPENDIX B), we took a sampling of schools to use as comparison schools. Comparable schools to Kavod Elementary determined by the current neighborhood and surrounding areas that Kavod Elementary is looking to find permanent placement are Cubberley, Wegeforth and Lafayette.

In 2013-2014, Cubberley had 136 students in grades K-3. Kavod Elementary is projecting to have 105 throughout the school year. In addition, the total enrollment is 193 for Cubberley, and Kavod Elementary projects to surpass this enrollment by 2016. Cubberley's ethnic break down is 34% Hispanic, 10% African America, 27% white and 13% with two or more races. Cubberley had 66% of students on Free and Reduced Lunch. Wegeforth has a total K-5 enrollment of 209, again which Kavod Elementary anticipates meeting by 2016. The demographic breakdown for Wegeforth 39% Hispanic, 15% African American, 16% white and 14% with more than two races. Wegeforth's Free and Reduced Lunch rate was 73%. Lafayette has a higher enrollment with 283 students. The Free and Reduced Lunch rate for Lafayette was 85% and their demographic breakdown was 65% Hispanic, 5% African American, and 14% White. Field has an enrollment in grades K-3 of 184 and a total enrollment of 289; 85% of the students at Field are Hispanic and they have a 91% Free and Reduced Lunch rate.

## **SOCIOECONOMIC DIVERSITY**

We firmly believe our socioeconomically diverse school supports an increase in academic achievement and a decrease in the persistent achievement gaps between poor children and more affluent children and between students of different racial and ethnic backgrounds.

It is important to stress that a socioeconomically diverse school community, in and of itself, cannot increase student achievement in isolation. However, we believe having a socioeconomically diverse community leverages the strengths of the Kavod Elementary curriculum, our differentiated instructional program and the attendant supports we have in place (professional development, instructional intervention, extended time on task) to improve student performance.

In a 2005 a study by the Harvard University Civil Rights Project, the writers concluded that schools which attempt to resolve the achievement gap by funding equity or classroom size changes would probably fail if the segregation issues were not addressed (Orfield, Gary et al, "Why Segregation Matters: Poverty and Educational Inequity," Cambridge, MA: Harvard University, January, 2005). Kavod Elementary is in a better position than its high-poverty public school counterparts to positively impact the educational achievement levels of underserved children in the community by leveraging its strong academic program with the benefits

it will reap from having a socioeconomically diverse community. The deliberate decision to locate Kavod Elementary in a low-income and low-performing community and market the school within and beyond that community creates a socioeconomically diverse student population. Research, as described in *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland* demonstrates the benefit of socioeconomically diverse schools, which include:

- School based economic integration effects accrued over time.
- The academic returns from economic integration diminished as school poverty levels rose.

Children in public housing benefited academically from living in low-poverty neighborhoods, but more from attending low-poverty schools. (Schwartz, Heather. (2010) *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland*. The Century Foundation).

With a socioeconomically diverse enrollment and the implementation of the Kavod Elementary educational program, all students will benefit academically.

Extensive research links poverty to low academic achievement. In a 2007 medical journal study *entitled The Impact of Poverty on Educational Outcomes for Children*, published by the Canadian Pediatric Society, the authors state, "Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks."<sup>1</sup>

The article further states "Six poverty-related factors are known to impact child development in general and school readiness in particular. They are the incidence of poverty, the depth of poverty, the duration of poverty, the timing of poverty (e.g., age of child), community characteristics (e.g., concentration of poverty and crime in neighborhood, and school characteristics) and the impact poverty has on the child's social network (parents, relatives and neighbors.)"<sup>2</sup> Thus, poverty as related to school readiness is not "just about money; it is about how an individual does without resources and with all of the baggage that goes along with being poor"<sup>3</sup>

A 2010 study funded by the Century Foundation (Schwartz) found:

"With few exceptions, schools in the United States with high concentrations of students from low-income families perform less well than schools with low concentrations of poverty"<sup>4</sup>.

The description proffered by the authors of these studies clearly articulates the population of children in the neighborhoods that Kavod Elementary services. We create a fertile learning environment by recruiting and enrolling students with diverse socioeconomic status and thus diminish the high concentration of students from low income families in our student population. This also means we will change the racial and ethnic mix at Kavod Elementary from that of its neighboring schools.

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<sup>1</sup> Ferguson, H. B., S. Bovaird, and M. P. Mueller. "The impact of poverty on educational outcomes for children." *Paediatrics & child health* 12.8 (2007): 701.

<sup>2</sup> Ibid

<sup>3</sup> Slocumb, P., and R. Payne. "Identifying and nurturing the gifted poor." *Retrieved May 28 (2000):* 2010.

<sup>4</sup> Schwartz, Heather L. "Housing Policy is School Policy." (2010).

# HOW LEARNING BEST OCCURS

Kavod Elementary believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to the standards. This ensures that students actively participate in an education program aligned to the Common Core State Standards. According to Zemelman, Daniels, and Hyde in, *Best Practice for Teaching and Learning in America's Schools*, there are thirteen interlocking principles that characterize best practice. Learning must be:

- Student-centered
- Experiential
- Holistic
- Authentic
- Expressive
- Reflective
- Social
- Collaborative
- Democratic
- Cognitive
- Developmental
- Constructivist
- Challenging

Table 2: Suggested Manner in Which 13 Principles are Implemented

Student-Centered	Kavod Teachers: <ul style="list-style-type: none"> <li>• build on the natural curiosity children bring to school</li> <li>• help students list their own questions and goals and then structure the classroom experiences and investigations to address these.</li> </ul>
Experiential	Children learn most powerfully from doing, not just hearing. At Kavod: <ul style="list-style-type: none"> <li>• In reading and writing students will read whole real texts rather than do worksheets and exercises</li> <li>• In mathematics students will work with objects—sorting, counting, and building patterns of number and shape and carry out real-world projects that involve collecting data, estimating, calculating, drawing conclusions, and making decisions</li> <li>• In science it means conducting experiments and taking field trips to investigate natural settings, pollution problems, etc.</li> <li>• In social studies students will conduct opinion surveys, prepare group reports that teach the rest of the class, role- play famous events, conflicts, and political debates.</li> </ul>
Holistic	Children's learning will be cross-curricular. At Kavod: <ul style="list-style-type: none"> <li>• Students will read and examine mentor texts and then apply similar structure and craft to their writing.</li> </ul>
Authentic	Children will not be exposed to simplified materials and activities. Teachers will take steps to turn schoolwork into something children truly own to foster real thought and knowledge. At Kavod: <ul style="list-style-type: none"> <li>• In reading this means that the rich and complex vocabulary of stories will be scaffolded and explored.</li> <li>• In math children might investigate ways of dividing pizza or a cake rather than working the odd-numbered fraction problems at the end of a unit of study.</li> <li>• Students will be reading and writing and calculating and investigating for purposes that they have chosen.</li> </ul>
Expressive	Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Kavod students: <ul style="list-style-type: none"> <li>• talk in pairs and in informal groups take ideas and transform them into a skit or other form of media</li> </ul>

Reflective	<p>Learning is strengthened when children have time to look back on what they've learned. At Kavod students:</p> <ul style="list-style-type: none"> <li>• Have share sessions after each independent work activity.</li> <li>• Edit and revise work.</li> </ul>
Social	<p>Research shows that humans are social beings. Social interaction promotes learning. Literacy is socially constructed and socially rooted. At Kavod students:</p> <ul style="list-style-type: none"> <li>• Have reading partnerships and participate in Turn 'n Talk activities during their lessons at their meeting areas</li> <li>• Have writing partners to discuss questions in their writing and ways to improve and expand their work. Give real life purpose to writing: invitations, persuasive essays, sharing information, etc.</li> <li>• Have partnerships for both mathematics and social studies to solve problems and ask questions</li> </ul>
Collaborative	<p>This learning is linked to social learning. Collaborative learning promotes children's learning with one another. At Kavod students:</p> <ul style="list-style-type: none"> <li>• Receive training in learning how to cooperate and value each other's ideas.</li> <li>• Work in small groups</li> <li>• Gather feedback from fellow students to improve writing, projects, presentations</li> </ul>
Democratic	<p>Children need to exercise choice to become active, critical and involved citizens. Classes at Kavod will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Students:</p> <ul style="list-style-type: none"> <li>• Learn how to choose their "just-right" books for independent reading Choose their own topics for writing Explore problem solving options and make decisions about which to use</li> <li>• Learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another's differences.</li> </ul>
Developmental	<p>At Kavod children's learning will be age-appropriate and developmentally oriented with a respect for students' capabilities. Students:</p> <ul style="list-style-type: none"> <li>• Be met where they are rather than just marching through reading materials or problems.</li> <li>• Through conferring in writing we will monitor and assess children's progress in the areas of the writing</li> <li>• In math, along with review and exploration of the week's topic, we will include challenging, enjoyable activities that go beyond the textbook unit so that we find out what various kids are really ready for.</li> </ul>
Constructivist	<p>At Kavod teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students:</p> <ul style="list-style-type: none"> <li>• Time to practice reading, writing, and math</li> <li>• Time to experiment Encouragement to reflect, to share their ideas and hypotheses with others.</li> <li>• Respect for their errors and temporary understandings.</li> </ul>
Challenging	<p>Following all the above principles means that a school is challenging. Kavod students:</p> <ul style="list-style-type: none"> <li>• Set up and conduct their own inquiries Keep track of and evaluate their own efforts</li> <li>• Establish their learning goals Monitor their own learning</li> <li>• Choose their projects rather than just completing a worksheet.</li> </ul>

## SELF MOTIVATED LIFE-LONG LEARNERS

Kavod Elementary is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. The key design elements have been successfully implemented in schools nationwide, and were chosen to create the environment in which the 13 best practices listed above are implemented. It is these thirteen interlocking principles that drive the Kavod Elementary instructional program.

According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project (TCRWP) housed at Teachers College, Columbia University, best practice teachers are careful to encourage student independence and it is for that reason we have chosen the workshop model as our instructional

vehicle. Our model is based upon the belief that the best way to encourage deep and enduring understandings is through explicit strategy lessons and small group settings. It is in these small group settings where students' needs can be addressed. It is through the workshop model that we foster independent learners who are motivated to assume responsibility for their learning, establish learning goals and monitor their own learning. Through this independence, students practice at their own level the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning teachers are able to attend to the needs of individual students.

National research supports the concept of using data-driven decision making as a best practice to improve student achievement.<sup>5</sup> Kavod Elementary believes that learning best occurs when ongoing assessment is a vital part of the educational model. Teachers use data to inform instruction, guiding teachers to adjust for students needs as they plan to meet the individualized education for all students and for the class as a whole. The assessment process is outlined in ELEMENT 3, METHODS FOR ASSESSING STUDENT OUTCOMES.

A crucial part of Kavod Elementary's mission is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. According to Armstrong<sup>6</sup>, Johnson<sup>7</sup> and Turnbull<sup>8</sup>, incorporating an intensive focus on Modern Hebrew in the curriculum will foster positive learning and developmental outcomes in students. This distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

As stated in the Common Core State Standards, schools need "to build a foundation for college and career readiness." It is our goal at Kavod Elementary to graduate students who have the foundational knowledge and skills necessary for college and career readiness. We have designed our school to facilitate life-long learning, critical thinking and personal growth in our students.

## WHAT IT MEANS TO BE AN "EDUCATED PERSON" IN THE 21<sup>ST</sup> CENTURY

"Knowing other languages & cultures brings opportunities, opens doors, extends your reach, leads to employment opportunities, strengthens literacy and problem-solving skills, builds inter- group relationships and bridges multiple cultural and language worlds." --The San Diego County Office of Education

An Educated Person in the 21st Century is knowledgeable and aware of different world cultures and languages. Through our Hebrew language integrated program supported by our enhanced social studies program, students will be exposed to a global perspective early in their studies, which will help them understand how their own community relates to communities around the world.

In the 21st century students must acquire necessary skills to cope with increasing competition in all facets of life, both professional and personal. Our focus is to provide them with communication skills, critical thinking and creativity in order to do so. Students must learn how to positively adapt to a constantly changing world.

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<sup>5</sup> National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

<sup>6</sup> Armstrong, Penelope W., and Jerry D. Rogers. "Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts." *Learning Languages* 2.3 (1997): 20-31.

<sup>7</sup> Johnson, Charles E., Joseph S. Flores, and Fred P. Ellison. "The effect of foreign language instruction on basic learning in elementary schools." *The Modern Language Journal* 47.1 (1963): 8-11.

<sup>8</sup> Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large- scale reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49(1), 6-23. From PsychINFO database.

# INSTRUCTIONAL PROGRAM AND CURRICULUM

## INSTRUCTIONAL PROGRAM AND CURRICULUM THE SCHOOL PLANS TO USE

Per state priority 1, *pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119*. Curriculum alignment and integration are at the core of Kavod Elementary's instructional program, implementing California State adopted programs. Reading, Writing and Math are taught in English. Hebrew is taught entirely in immersion Hebrew. Social Studies and Science are taught primarily in English and become a springboard for activities in Modern Hebrew through co-teaching. Physical Education and Electives are taught in both English and Hebrew. Additionally, Modern Hebrew is spoken during other activities.

Teachers at Kavod Elementary use the workshop model to deliver a balanced instructional approach. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students.

Students read widely and deeply from a broad range of literature – both fiction and non-fiction. Our classroom libraries offer a wide range of reading materials so as to expose our students to reading materials from all genres. Through explicit reading instruction, students gain literary and cultural knowledge as well as familiarity with text structures and elements. By reading and being read to, from texts from many areas, students build a foundation of knowledge that make them readers in all content areas. Students acquire the habits of reading independently and closely, which are essential to their future success.

Students learn to use writing as a way of offering and supporting opinions and demonstrating understanding of what they are studying. They learn to appreciate that a key purpose of writing is to communicate clearly to an audience and they are cognizant of their audience.

They develop the capacity to build knowledge on a subject through research projects and to respond to informational sources. Allowing students to choose subjects for both their reading and writing engages them directly with the work. We allow them to drive the process of learning by “owning” the material and making decisions about their learning whenever possible.

For students to become self-motivated, competent, life-long learners, which is the Charter School's objective, we devote significant time and effort to reading, writing, mathematics and social studies. Service-learning projects are required to help our students become socially responsible and engaged citizens, empathetic to the needs of others.

Kavod Elementary recognizes that multicultural understanding is essential in our global community and to this end our students' study of the Culture and History of Israel and its Immigrant Communities (CHIIC), which is aligned with the California History-Social Science Content Standards, will allow students to explore and come to appreciate the immigrant cultures of many nations. Throughout our curricula choices, students work collaboratively and respectfully with their peers – preparing them for work as adults.

Fundamental to Kavod Elementary are the following values:

- High Expectations and High Standards
- Strong Academic Focus
- Diversity, Service Learning and School Climate



## HIGH EXPECTATIONS AND HIGH STANDARDS

At its core, Kavod Elementary expects high levels of achievement from all of its students, and thus provides the tools and skills necessary to realize their immense potential. Kavod Elementary believes setting positive and high expectations and standards for children at an early age is a crucial step in guiding all students to success. The experience of success, early in life, is a foundation for students to be self-motivated, competent, and life-long learners.

## STRONG ACADEMIC FOCUS

With its commitment to excellence and its unique language integration model, Kavod Elementary provides families in the Greater San Diego area with additional choices to the types of educational opportunities currently available to them within the public system. With Kavod Elementary's longer time on task, parents are given a chance to place their children in an environment focused on learning and success. Such an approach benefits students from every socioeconomic status, including students who are English Learners or from low-income backgrounds.

The incorporation of an intensive focus on a foreign language in the school's curriculum is based on positive evidence-based learning and developmental outcomes in students engaged in foreign language study. Research shows the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. Kavod Elementary's strong academic focus, in an integrated language environment, results in students who are competent learners.

## DIVERSITY, SERVICE LEARNING AND SCHOOL CLIMATE

Kavod Elementary is a learning community that treats children and adults with respect and kindness. Kavod Elementary is a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but as citizens of a larger global community. As children mature and participate in communal classroom work— especially related to service learning —they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, promote positive changes in the world, and work well with others in their occupational and social communities.

Further, children of different socioeconomic and ethnic backgrounds who attend our school foster a deeper understanding and respect for people different from themselves. Sociologists point to benefits of “social cohesion” that flow from children interacting together in socioeconomically diverse schools. Social cohesion is the “glue” holding people together; one aspect of social cohesion is the strength that comes about from shared experiences, identities and values between those from different backgrounds. Just as socioeconomic diversity leverages the strength of Kavod Elementary's academic program yielding positive student achievement, socioeconomic diversity leverages the service learning and community service aspects of the curriculum, helping our children to develop caring and sensitivity toward different cultures and social classes. By exposing young children to peers from diverse socioeconomic backgrounds, Kavod Elementary has the opportunity to advance some of the evidence-based social benefits of school integration, including:

- Friendships that develop in integrated schools encourage broad, positive attitudes across students of all different races and income levels. When different groups have more contact, levels of prejudice are significantly lower than within isolated groups.
- Ethnically diverse students who attend integrated schools are more likely to have friends from a racial group other than their own, more likely to work in integrated workplaces, more likely to live in integrated neighborhoods, and more likely to favor integrated schools for their own children.

These differences persist even when researchers control for socioeconomic status, prior achievement, and student location.

An important component of Kavod Elementary's mission is to infuse students with values of understanding and respect for others. We bring to life these values through an integration of service learning throughout the curriculum, which promotes social responsibility. Student work in service learning involves experiential education based in the curriculum.<sup>9</sup>

In service learning, "experience enhances understanding; understanding leads to more effective action."<sup>10</sup> Developing socially responsible children will enable students to grow into adults who are self-motivated, competent, and life-long learners. When appropriate, Kavod Elementary enlists the participation of business and community members in support of service learning projects.

For Social Studies and Service Learning integration, a lesson about our community may lead to a community walk where our students notice an excessive amount of trash. A discussion about this community problem would follow, possibly leading to action in the form of letter writing, researching responsible community services and students seeking to remedy this situation in other ways.

## INSTRUCTIONAL FRAMEWORK/STRATEGIES

Kavod Elementary's instructional framework provides students with a solid academic foundation in all subject areas. It incorporates a rigorous curriculum combined with high standards and expectations delivered through data-driven instructional best practices.

Following are the key design elements that will be utilized in support of our goals:

- Data-Driven Instruction
- The Workshop Model of Instruction
- Co-Teaching and Modern Hebrew Integration
- Embedded Professional Development
- Extended Time on Task
- Socioeconomic Diversity

## DATA-DRIVEN INSTRUCTION

Kavod Elementary's assessment protocol includes literacy and mathematics assessments. This is necessary in order to be able to monitor the progress of these students in building foundational knowledge in reading, writing and mathematics. We are then able to assess whether or not our students will be on track to meet proficiency standards beginning in Grade 3 when they start taking the California Assessment of Student Performance and Progress ("CAASPP"). Kavod Elementary's instructional leadership uses various vehicles to assess the student needs and provide appropriate professional development to address any instructional and curricular gaps.

Staff collects data on a frequent basis. Data includes, but is not limited to, student attendance, demographics, multiple forms of student assessment data, and student enrollment data.

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<sup>9</sup> The National Coalition on School Diversity. "Building Support for Educators in Racially Changing Suburbs" [http://www.school-diversity.org/pdf/NCSD\\_Eden\\_Prairie\\_Statement.pdf](http://www.school-diversity.org/pdf/NCSD_Eden_Prairie_Statement.pdf)

<sup>10</sup> Eyler, Janet, and Dwight E. Giles Jr. *Where's the Learning in Service-Learning?* Jossey-Bass Higher and Adult Education Series. Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104, 1999.

Kavod Elementary uses a student information management system to house the data and to provide users with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs. Currently, Kavod Elementary uses multiple management systems including Oncourse, Powerschool, and an internal school server.

### **Monitoring Progress in Meeting Student Outcomes**

The data systems we have in place allow administrators and teachers to track students' growth and mastery on the Common Core State Standards and make classroom or school-wide modifications as needed. Output from these systems will allow Kavod Elementary to monitor progress in meeting student outcomes.

Kavod Elementary uses a variety of elements to monitor for results:

- Fountas and Pinnell reading assessments (refer to the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources) are conducted at a frequency level appropriate to grade and/or student need.
- Benchmark Reading Levels from Teachers' College monitor closely student growth and achievement toward reaching and exceeding important reading benchmarks.
- At the beginning of the school year a baseline assessment in writing is given, in the form of an on-demand piece. The writing samples are analyzed using the Teachers' College Continuum of writing samples. This analysis has implications for planning and conferring during Writers' Workshop.
- Ongoing conferences during Readers and Writers' Workshop enable teachers to acquire data about what students are doing and what they need to do as readers and writers.
- Ongoing formative assessments and daily small group instruction in mathematics drive planning and differentiation.

## **THE WORKSHOP MODEL OF INSTRUCTION**

Kavod Elementary uses the workshop model of instruction in all the core subjects. The workshop model, especially as used in reading and writing instruction, supports all learners.

Daily read-alouds and shared readings infuse the production of language and provide opportunities for students to listen, observe, and participate. The texts involved in these shared readings are chosen to address specific student needs and are repeated daily. The repetition support students in oral and written language acquisition. Students receive word work instruction from multiple sources, including: shared reading and developed and researched phonics programs.

The workshop model environment is one in which there is consistency in daily routines, experiences and interactions with peers. Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a "meeting area" with close teacher physical presence. Teachers are cognizant of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them.

English learners, as well as other at-risk student groups, will be encouraged to remain at the meeting area to review, reinforce and to repeat instructions. Small group instruction during the workshop model's guided portion and conferencing will occur daily and will further focus on ELs' and other special populations' needs. Students have opportunities to synthesize their current understanding every day, supported by the structure. It is a structured method for a group of students to participate in a very collaborative inquiry. Every day they go through this process together, learning new skills and new content, and every day they synthesize that learning.

## CO-TEACHING AND HEBREW INTEGRATION

Kavod Elementary maximizes the benefits of its instructional model and intends to keep the teacher to student instructor ratio low. The goal for Kavod Elementary is that two instructors are present in math, reading (one credentialed and one either credentialed or meeting the requirements of the support teachers – see Element 5) and Hebrew (see qualifications for Hebrew instructors in Element 5) in grades K-2 in classes that exceed 18 students. When possible and when needed Kavod Elementary provides additional instructors into the other classes. Regardless of class size or grade, two teachers are frequently present in social studies and science classes utilizing co-teaching between the Hebrew team and English team. The lead teacher is always credentialed in the English classes. Co-teaching also affords greater opportunity to address student needs through differentiation. Having two teachers and/or teacher assistants in the classroom increases the teachers' ability to create flexible groupings and significantly lowers the teacher to student ratio.

While core content material is taught in English (reading, writing and math), the Hebrew instructor supports classroom instruction in social studies, science, and physical education and some electives. The Hebrew instructor serves two important roles when in the classroom: (1) providing enhancement during the small group and independent work portion of the workshop model by monitoring work and supporting students' acquisition of concepts with additional examples (for instance, in science the Hebrew teacher's assistant may use additional manipulatives/realia, and/or modeling, to support small group and independent learning) using only the Hebrew language, and/or non-verbal cues, and (2) enhancing the lesson, after the California multiple subject credentialed teacher has given the lesson, by infusing appropriate Hebrew language into the lesson. This increases exposure to Modern Hebrew and furthers Hebrew language acquisition, especially when addressing the Culture and History of Israel and its Immigrant Communities curriculum. Role-plays, dramatic enactments, dialogue, and primary resource texts add to student engagement and immersion in the target language.

As stated previously, research points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three major areas that benefit from language learning: 1. Academic achievement, 2. Cognitive benefits to students, and 3. Attitudes and beliefs about language learning and other cultures. Thus, the study of Hebrew will have positive impact on our students throughout their formal schooling.

In Hebrew language class, Hebrew instructors, who are native or near-native Hebrew speakers (see Element 5, Staff Qualifications), provide instruction solely in Hebrew. Social studies, physical education & science are taught by California multiple subject credentialed teachers and the Hebrew instructors.

## EMBEDDED PROFESSIONAL DEVELOPMENT

A 2000 study by the National Staff Development Council<sup>11</sup> examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action." Specifically, the study found the schools' professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results. This is what Kavod Elementary's professional development model will emulate.

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<sup>11</sup> (National Staff Development Council. (2001). Standards for staff development (Revised Ed).Oxford, Ohio: National Staff Development Council.)

Kavod Elementary’s model of embedded professional development rejects the model of the sole delivery of professional development through discrete workshops and instead embraces the concept that professional development must be infused throughout the school day, every day. At Kavod Elementary, embedded professional development means that the Director and the Curriculum Coordinator work frequently coaching the school’s instructional staff and providing training and guidance in their work with all learners, including special populations of ELs, Special Needs, at-risk students and gifted and talented students.

The school has set aside time for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.

According to the April 2008 Policy Brief entitled *Improving the Distribution of Teachers in Low-performing High Schools* published by the Alliance for Excellent Education, “Teacher quality is the school factor which makes the greatest impact on student achievement”<sup>12</sup> and “consistent exposure to effective teachers can overcome obstacles to learning and even close achievement gaps”<sup>13</sup> However, one of the major problems facing low-performing schools that serve large numbers of poor and minority students is the inequitable distribution of teachers: research has shown that when it comes to the distribution of the best teachers, poor and minority students do not get their fair share.

According to a June 2006 article entitled *Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality* by Heather G. Peske and Kati Haycock published in *Education Trust*, in 2004, with support from the Joyce Foundation, three states (Ohio, Illinois and Wisconsin) and three of their largest school systems (Cleveland, Chicago and Milwaukee) set out to tackle this problem and the data that they collected on teacher distribution and the patterns they identified pointed to large differences between the qualifications of teachers in the highest-poverty and highest-minority schools and teachers serving in schools with few minority and low-income students.<sup>14</sup> Hiring highly qualified teachers and prioritizing the professional development of those teachers, through daily-embedded support, will create a culture of high expectations for all members of the Kavod Elementary community and will serve to raise the quality of the teachers and subsequently student success.

## EXTENDED TIME ON TASK

Kavod Elementary has extended time on task; providing additional instructional minutes beyond those required by the state of California. More time on task benefits all learners in meeting and exceeding proficiency standards. As is illustrated by the table below, American children spend the least amount of time in the classroom as compared to other countries.

Table 3: Comparison of Country Instructional Days

Country	Days of School	Country	Days of School	Country	Days of School
Japan	243	Scotland	200	Finland	190
South Korea	220	Thailand	200	New Zealand	190
Israel	216	Hong Kong	195	Nigeria	190
Luxembourg	216	England	192	France	185
The Netherlands	200	Hungary	192	United States	180
Swaziland	191	Swaziland	191		

<sup>12</sup> “Policy Brief: Improving the Distribution of Teachers in Low Performing High Schools” Washington, DC, 2008

<sup>13</sup> Babu, Sitha, and Robert Mendro. “Teacher accountability: HLM-based teacher effectiveness indices in the investigation of teacher effects on student achievement in a state assessment program.” *American Education Research Association Annual Meeting*. 2003.

<sup>14</sup> Peske, Heather G., and Kati Haycock. “Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality: A Report and Recommendations by the Education Trust.” *Education Trust* (2006).

President Obama has said, “We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of the day. That calendar may have once made sense, but today, it puts us at a competitive disadvantage. Our children spend over a month less in school than children in South Korea. That is no way to prepare them for a 21st century economy.”

Example of school calendar:

### Kavod Elementary Charter School | 2014-2015 CALENDAR

<p><b>Legend/Notes</b></p> <p>First/Last Day School Students</p> <p>NO SCHOOL – School Closed</p> <p>Faculty Days – No Students</p> <p>½ Days – Parent Conferences</p> <p>Teachers/instructors have a minimum of 200 day calendar per the agreement. Additional evening/weekend events are required per school expectations.</p>	<p><b>JULY 2014</b></p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p><b>JANUARY 2015</b></p> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p><b>1-2</b> Winter Break No School</p> <p><b>19</b> M.L. King Day – No School</p>														
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According to *Restructuring and Extending the School Day*, a report published by the National High School Center there are benefits to an extended school day. Citing the Rennie Center for Education Research and Policy, 2003, the National High School Center states that when students are engaged in quality learning activities during an extended school day their test scores and retention of subject matter improve. The Report goes on to say that low income students particularly benefit from an extended school day and year because more often than not those students do not have access to supplemental educational experiences outside of the classroom.<sup>15</sup>

This fact has not been lost on charter schools. Of course, merely having an extended time on task does not guarantee high student achievement. However, Kavod Elementary is able to use the additional time on task to leverage an already comprehensive and effective academic program to more powerfully impact our students' academic success.

### **Allocation of Instructional Time to Different Subject Matter Areas**

Kavod Elementary will meet and exceed the mandated instructional minutes from Education Code Section 47612.5 (a), notwithstanding any other provision of law and as a condition of apportionment.

### **Student Calendar**

Per the State of California, for each fiscal year, a school shall offer, at a minimum, the following number of minutes of instruction:

To pupils in Kindergarten, 36,000 minutes.

To pupils in Grades 1 – 3, inclusive, 50,400 minutes.

To pupils in Grades 4 – 5, inclusive, 54,000 minutes. (EC 47612.5)

Kavod Elementary will exceed the minimum instructional minutes for Kindergarten by an approximate minimum of 20,000 minutes and for grades 1-5 by an approximate minimum of 10,000 minutes.

To pupils in Kindergarten instructional minutes: 66,000

To pupils in Grades 1 – 3 instructional minutes: 60,400

To pupils in Grades 4 – 5 instructional minutes: 60,400

Kindergarten has more instructional minutes because recess time is considered instructional time. The Kindergarten currently has the same bell schedule as grades K-5, however as Kavod Elementary grows it may need to be modified by to accommodate safety procedures for student pick up.

The schedule below is what Kavod Elementary has implemented for the 2014-2015 year, there are some restrictions due to the fact Kavod Elementary is site sharing and accommodates its schedule to the neighborhood public school; making recess and lunch inflexible.

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<sup>15</sup> National High School Center. "Restructuring and Extending the School Day." [http://www.centerii.org/handbook/Resources/8\\_A\\_Restructuring\\_School\\_Day.pdf](http://www.centerii.org/handbook/Resources/8_A_Restructuring_School_Day.pdf)



Table 4: Sample Bell Schedule

General Schedule	
Time	Subject
8:00-8:25	morning intro
8:25-9:10	Period 1
9:10-9:55	Period 2
9:55-10:25	Period 3
10:25-11:00	Snack/Recess
11:00-11:45	Period 4
11:45-12:30	Period 5
12:30-1:20	Lunch/Recess
1:20-1:50	Period 6
1:50-2:35	Period 7
2:35-3:20	Period 8
3:20-3:30	Closing Routine

Kavod Elementary's model of instructional delivery, coupled with the daily schedule, allows students to be engaged more minutes each day in academic learning, resulting in greater educational outcomes.

## HOW THE CURRICULUM ADDRESSES COMMON CORE STATE STANDARDS

*Per state priority 2, Kavod Elementary implements academic content and performance standards adopted by the state board for all pupils, including English learners.* The Kavod Elementary curriculum is aligned with the Common Core State Standards ("CCSS") and all teaching units are based upon the California Curriculum Frameworks. The Common Core State Standards are incorporated into the curriculum maps from which daily lessons are created. Lessons are developed to address students' strengths and weaknesses relative to the standards as identified on daily, periodic and annual assessments.

The Teachers College Reading and Writing Project (TCRWP) has developed grade-specific curriculum for Reading and Writing workshop. This curriculum has been aligned with the Common Core State Standards. Kavod Elementary uses this as a resource for developing curriculum and lesson plans. This lesson planning will address individualized and differentiated instruction, based on the standards and will provide all Kavod Elementary students the opportunity to succeed and move towards becoming college and career ready.

Kavod Elementary will not commit to a specific curriculum as adjustments may need to be made in the best interest of the students, if/when the need arises. Kavod Elementary's curriculum will align to California and CCSS. Kavod Elementary develops and modifies scope and sequences as necessary to ensure compliance with Common Core State Standards.

## CORE SUBJECTS, TEACHING METHODOLOGIES, TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

*Per state priority 7 pupils are enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210.*

### **English Language Arts**

Kavod Elementary will engage in a rigorous and balanced ELA curriculum starting in Kindergarten. The priority to develop strong readers, writers and communicators is reflected in two periods a day being devoted to ELA instruction in Grades K-5. In addition these skills are focused on throughout the curriculum.

Kavod Elementary implements the Teachers College Reading and Writing Project (TCRWP) curriculum



through a workshop model. The TCRWP model allows teachers to guide students to take the initiative to create, work, and learn in a meaningful way and has a proven track record of improving student achievement.

The curricular calendars for both reading and writing are aligned to the Common Core State Standards. The instructional scope and sequence systematically provides information of students' strengths and weaknesses relative to the standards.

Writing and reading units of study focus on different genres (see table below). Students learn about the characteristics of each genre by reading and studying mentor texts. To support this, learning extensive leveled classroom libraries are provided for each classroom. These libraries contain books from all genres of fiction and non-fiction. Students are taught how to choose "just-right" books. Read-alouds to support units of reading and writing are also provided for each classroom.

Through workshops - whole class mini-lessons, small group instruction, and individual conferences - students receive explicit instruction on essential reading/writing strategies and skills. Early readers need to practice their reading skills by re-reading familiar texts independently or with partners. Additionally, students benefit from the opportunity to choose books for independent reading from a classroom library of leveled books that are reflective of a wide range of genres, authors and topics so as to satisfy student interests.

A systematic scope and sequence of teaching is organized every four to six weeks to provide important information about students' strengths and weaknesses relative to the standards. This information informs the instructional program. Lesson planning, grouping for guided reading and writing, and other interventions are a direct result of this process.

Kavod Elementary also has a strong research-based phonics program starting in Kindergarten through at least grade 2, and continued based on student needs in grades 3-5.

Teachers initially assess students to determine where to begin instruction. Based on assessment results students are given words to study in order to discover their common attributes. This allows students to actively construct their own knowledge of spelling patterns. Students engage in word sorting, word hunts, games, drawing and labeling. They work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

Table 5: Typical Week of Word Study

Typical Week of Word Study	
Monday	Students receive pre-cut words. Teacher introduces words, demonstrates how to sort them in a small group. Students explain why words are being sorted that way. Students take their own words back to their seats and independently replicate the sort. They will then write or paste (dependent on grade level) the sort in their word study notebooks.
Tuesday	Students re-sort words. They will pick 6 words to draw and label.
Wednesday	Students will sort words with a partner. They will check each other's work and discuss any difficulties.
Thursday	Students sort words. They might have a speed sort against the teacher. Students perform a word hunt using literature currently being read (from their book baggies).
Friday	Review game or activity using words of the week. Test/Assessment

After an assessment if students do not grasp the feature studied, the same feature is studied again, with new words. Similarly, when a new concept is introduced, two to three weeks might be devoted to one feature until students are able to show ownership of this feature. The groups are flexible and are often changing, catering to when a particular student is not progressing or is excelling.

Word study is also addressed during the shared-reading component of the Reading Workshop. Differentiated work is based upon the findings of the word study assessments.

Kavod Elementary introduces students to the joy of reading with authentic literature. The goal of reading is to achieve comprehension and to obtain information, and the concurrent focus on phonics and phonemic awareness provides the students with the tools to do just that.

Starting in kindergarten and continuing through higher education, teaching is always responsive; it is always assessment-based. Children learn from direct and explicit-strategy instruction, known as the mini lesson, from the opportunity to read independently and in partnerships, from small group—guided reading and strategy instruction, and from individual conferring.

Teachers teach a mini lesson at the start of every reading workshop because this rallies the children's commitment and sense of purpose and instructs them in the essential reading skills applicable to books at all levels. For example, knowing when you're reading a book that feels "just right" is something that does not end in first grade. Mini lessons include an explicit teaching point that crystallizes the message of the lesson. Mini lessons aim to teach readers skills that they can draw upon that day and every day. For this reason, mini lessons begin with a reminder of everything that children have learned and end with a suggestion that this new skill is just one of many skills children can draw on as they read.

The most important part of a reading workshop is the actual reading time. Children exit the mini lesson with book bins or book baggies in hand, and go to a reading spot where they read. Initially, at the start of the year, children may need to be reminded of routines and expectations for reading time. As September passes to October, the time frames for reading will increase.

Children may first read with a partner (sitting hip to hip, sharing a book, taking turns or reading in unison) and then after 15-20 minutes, read independently for similar lengths of time. Independent (reading alone) time will grow as skills grow.

As children read with a partner or independently, teachers confer with individuals or partners and lead small groups of all kinds. The conference structure consists of research-compliment-decide-teach. The small groups are flexible, need-based, and quick, lasting no more than approximately 10-12 minutes per group.

A full balanced reading program includes not only a reading workshop but also a variety of other structures such as: reading aloud, shared reading, phonics and above all a writing workshop.

Table 6: Sample of Suggested Calendars for Reading Workshop by Grade Level

Suggested Time of Year	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
September	We Are Readers Exploring the Exciting World of Poems: Let the Reading Adventure Begin!	Readers Build Good Habits: We Use Strategies Before, During and After We Read	Take Charge of Reading	Building a Reading Life	Building a Reading Life	Agency and Independence: Launching Reading Workshop with Experienced Readers
October	Readers Read, Think and Talk About Emergent Story Books and Invent Fun Things to do with Them	Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder	Tackling Trouble	Following Characters into Meaning: Envision, Predict, Synthesize and Infer	Following Characters into Meaning: Synthesize and Infer	Following Characters into Meaning: Synthesize, Infer and Interpret
November	Readers Use Our Super Powers to Read Everything We Can	Meeting the Characters in Books and Studying What They Do	Characters Go On Journeys	Series Book Clubs	Following Characters into Meaning: Synthesize and Infer	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative and Hybrid Nonfiction
December	Readers Use All We Know to Read Songs, Poems and Other Texts	Readers Work Hard to Understand What We Are Reading and Using All We Know to Figure	Nonfiction	Nonfiction Reading: Expository Texts	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative	Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical

From the earliest grades, composition and writing is stressed. We begin the year with a baseline writing assessment in the form of a “free write.” These baseline-writing assessments are measured using the TCRWP narrative continuum of writing.

The data from this assessment informs the instructional program in writing. The teaching of writing comes from the Writing Curricular Calendars developed and supported by TCRWP. This yearlong curriculum is part of a K-8 spiral curriculum, of which Kavod Elementary will be utilizing only the K- 5 portion.

Throughout the curriculum, students receive ever more rigorous instruction in narrative, expository, informational, poetic and procedural writing. This enables them to work in each of these fundamental modes and to do so with increasing sophistication and decreasing reliance on scaffolds. For example, kindergarteners write “small moment stories” by recalling an event, retelling it across their fingers, then sketching it across pages in a booklet, then labeling items in each sketch. By late elementary school, students who write ‘small moment stories’ regard these as personal narratives, and they know that often a writer advances a particular meaning across the storyline, and that it is important to draw on a knowledge of story structure so as to develop characters, setting, plot, theme, story tension and the like.

Table 7: Suggested calendars for writing workshop by grade level

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study
September	Launching the Writing Workshop	Launching with Small Moments	Launching with Small Moments	Launching the Writing Workshop	Raising the Level of Personal Narrative Writing	Memoir
October	Approximating Small Moments	Writing for Readers	Authors as Mentors (and Writing for Readers)	Raising the Quality of Narrative Writing	Realistic Fiction	The Interpretive Essay: Exploring and Defending Big Ideas About Life and Texts
November	Observing, Labeling and Listing Like a Scientist: Leaf Study	Realistic Fiction	Writing and Revising Realistic Fiction	Realistic Fiction	The Personal and Persuasive Essay: "Boxes and Bullets" and Argument Structures for Essay Writing.	Information Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books.
December	Raising the Quality of Small Moment Writing	How-To Books	Writing Adaptations of Familiar Fairy Tales, and Original Fantasy Stories as Well	Opinion Writing: Persuasive Reviews and Speeches/Letters	Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books.	Research-based Argument Essays
January	Writing for Readers	Persuasive Letter Writing	Persuasive Reviews	Informational Writing	Historical Fiction	Historical Fiction or Fantasy Fiction
February	How-to Books	All-About Books	Expert Projects: Writing to Learn and to Teach About a Topic of Personal Expertise	Genre Studies	Literary Essay	Poetry
March	All-About Writing	Authors as Mentors	Write Gripping Stories with Meaning and Significance	Poetry	Poetry: Thematic Anthologies and Test Preparation in Writing	Poetry
April	Poetry and Songs	Poetry	Poetry			Literary Essay and Test Preparation in Writing
May	Science	Expert Projects: Writing to Learn and Teach About Science	Expert Projects in a Content Area: Writing to Learn and to Teach About Science	Information Writing: Reading, Research, and Writing in the Content Areas	Information Writing: Reading, Research and Writing in the Content Areas	Reading, Research and Writing in the Content Areas
June	Revision and Assessment	Revision and Assessment	Revision and Assessment	Revision	Memoir	Historical Fiction or Fantasy Fiction

The Teachers College Readers and Writers Workshop Units of Study support the Common Core Standards through the modeling of reading skills and strategies. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. In writing, students learn about communicating meaning by writing to teach others how to do something, persuading others either through reviews or letter writing and writing to convey their research through “all about” books. Materials and resources are provided to support the units of study in reading and writing

The components identified by the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. Both Words Their Way and Read Well will supplement the TCRWP curriculum, which is currently Kavod Elementary’s overarching curriculum for ELA instruction.

## **Mathematics:**

Kavod Elementary offers a K-5 math curriculum that builds student competency over time in the five mathematics strands outlined in the California State Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry). Students learn to communicate mathematically using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. Currently, based on our students’ needs, Kavod Elementary has adopted Houghton Mifflin Harcourt Math Expressions, aligned to California State Common Core Learning Standards for Mathematics. Kavod Elementary will continually analyze curriculum to ensure it is using a program that meets the needs of our students while aligning to California State Common Core Learning Standards for Mathematics.

Table 8: Sample First Grade Math Workshop: Understanding Addition

Big Idea	Essential Understanding	Common Core Standard	Differentiated Instruction			
			English Learners	Special Needs	Below Level	Advanced/ Gifted
Numbers and the Number Line: The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.	There is a specific order to the set of whole numbers. Zero is a number that tells how many objects there are when there are none.	“What and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline.” (Common Core Standards, p. 3)	Demonstrate often to give ELs practice in understanding the verbal language of the problems. “I want you to show me what the word join means. (Ask one child to join another.) You are joining (child’s name) now. Continue until all children have joined into one group. “There are (number of children) in all.”	Read an addition word problem. Pause after each number and have children model it with number cards or counters. Have children say or model the solution.	Review number names. Count aloud and have them hold up the proper number of counters/fingers for each number. Post basic addition facts in the classroom and review frequently.	Begin to use math webs. Children can put the number 8 in a circle and draw 8 spokes from the circle. Then they can add a circle at the end of each spoke. In the outer circles they can write addition problems with sums of 8, like 7+1

## **Social Studies with Service Learning Integrated:**

The social studies program is designed around the concepts of democracy and diversity. The curriculum aims to help students make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity. Kavod's social studies instruction is directly aligned with the CA History-Social Science Content Standards.

Kavod Elementary understands that social studies is the integrated study of history, geography, economics, government and civics. Most importantly, it is the study of humanity, of all people and events that have affected the world. The social studies curriculum goals are:

- to help students make sense of the world in which they live
- to help students make connections between major ideas and their own lives
- to help students see themselves as members of the world community
- to help students understand, respect and appreciate the commonalities and differences which give the United States character and identity.

These goals can only be understood within an appreciation and analysis of the cultural heritage of our world. In a world of global interdependence, it is imperative that American students not only are knowledgeable about U.S. History and the fundamental concepts of our democracy, but are also knowledgeable about Latin American, Middle Eastern, Asian, African, and European history. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

Through the social studies curriculum, Kavod Elementary also seeks to infuse its students with values of mutual understanding, social responsibility and respect for others. Kavod Elementary brings to life these values for its students through an integration of service learning.

Being exposed to a global perspective early in their studies helps students understand how their own community relates to communities around the world. The focus on Culture and History of Israel and its Immigrant Communities (CHIIC) is aligned not only with the Hebrew language instruction but also to the social studies curriculum, allowing students to understand how history, culture, and language are deeply intertwined in the particular communities studied as well as all communities around the world. Kavod Elementary maintains strict compliance with separation of church and state and does not encourage nor discourage religious devotion in any way.

The CHIIC curriculum begins in the early grades with an imaginary street in Israel called "HaOlam" Street, the World Street. Families, who emigrated from many countries around the world such as Morocco, Russia, Ethiopia, Yemen, Iraq, Iran, Hungary and Poland, live on HaOlam Street. Children learn about these families, their different customs and their background as a beginning point for eventually understanding the countries from where those families emigrated. Students are encouraged to share their own families' particular stories and histories as part of affirming and exploring their own unique backgrounds and as part of gaining skills of inquiry, research, reporting and understanding. This specialized curriculum works for all students, of all backgrounds, including those of Hispanic heritage living in our target community. At Kavod Elementary, we study one particular in order to study and affirm all particulars.

As students learn in social studies about their places in their larger communities—with their view of community expanding from that of their smaller local community to that of the larger world community—their work in service-learning will take on the form of experiential education where learning occurs through

a cycle of action and reflection. Students work with others to apply what they are learning to community problems and reflect upon their experience. In the process, students link personal and social development with academic and cognitive development. In service learning, "experience enhances understanding; understanding leads to more effective action."<sup>16</sup>

Service learning is a teaching method where classroom learning is deepened through service to others. The emphasis is on the benefits of learning and the satisfaction of helping to meet community needs. There is a direct link between service learning and civic responsibility and character development.

In general, authentic service-learning experiences have some common characteristics:

- They are positive, meaningful and real to the participants;
- They involve cooperative rather than competitive experiences-promoting skills associated with teamwork and community involvement and citizenship;
- They address complex problems in complex settings;
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges;
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.

As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

With guidance from their teachers, students work through a 4-stage process:

- Preparation: identify a need, investigate and analyze it, make a plan
- Action: direct result of preparation, transform the plans into action, continue to develop knowledge and resources, raise further questions
- Reflection: integration of learning and experience, compare, ask questions, consider changes or improvements
- Demonstration: evidence, celebration and recognition, acknowledge success

At minimum, Kavod Elementary students are expected to participate in two Service Learning Projects per year.

Service learning can be integrated in any of the content areas. Below is an example of a service learning project that can be integrated through social studies and linked to science, math and literacy.

#### Canned Food Drive:

Teachers integrate meaningful academic activities related to the food drive in their class curriculum.

- Grade 1- SS Content Standard 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 we 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."
- Grade 2-SS Content Standard 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.

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<sup>16</sup> Eyler and Giles, 1999

Some activities are addressed through the above social studies content standards as well as studying nutrition, contacting agencies through letter writing as to what foods are needed, visiting a food bank, encouraging student leadership in publicizing and identifying target groups, graphing food collected, and reading books related to hunger and homelessness (e.g. The Can-Do Thanksgiving, Soul Moon Soup).

The materials to be used in social studies and history may include the following in addition to support from adopted texts:

- original documents and letters to bring students into direct contact with important documents of American and world history;
- field trips;
- neighborhood/community walks;
- high quality documentaries that are integrated into classroom instruction; and
- art and literature to convey historical events and figures

Study of Modern Hebrew language also provides a link to the culture and physical land of Israel as well as to the archaeological treasures and historical legacy of Israel. Building on this, through the thematic study of CHIC, students explore the rich cultural and intellectual traditions of particular communities from around the world.

### **Science:**

Kavod Elementary uses a variety of standard based science curriculum and materials well suited to the workshop model approach to instruction. It utilizes an inquiry-approach to learning involving directed-inquiry, guided-inquiry and full-inquiry consistent with the workshop model. Leveled-books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It further emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts and invites students to develop and explain concepts in their own words both orally and by writing and drawing.

The aim of Kavod Elementary's science curricula is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect, record, and analyze first-hand data. Accordingly, Kavod Elementary's science education programs is inquiry-based and rooted in "real world" situations and experiences. To achieve this, all science units are aligned with the Next Generation Science Standards.

Kavod Elementary's science program:

- 1) Develops students' science literacy and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science;
- 2) Teaches students how to manipulate scientific tools as they expand their science vocabulary; and
- 3) Strengthens students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Kavod Elementary's science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with technology and health provide the foundation for understanding these issues.



## **Modern Hebrew Language:**

Modern Hebrew Language instruction is aligned with both the World Language Content Standards and ACTFL Proficiency Guidelines. ACTFL Proficiency Guidelines provide a framework for understanding and measuring language ability and are used to guide teaching, assessment, and curriculum development. The guidelines are based on a rating scale that measures the ability of the language learner to function in the target language. The focus is not on what the learner has learned or knows about the language, but rather on what the learner is able to do with what he/she has learned. The rating takes into account the non-linear progression of language acquisition, and compares the learners to native speakers when determining the learners' proficiency levels as one of the following: Novice, Intermediate, Advanced, or Superior. The first three levels are further sub-divided into Low, Mid or High. Four criteria are used when measuring the learners' level in all language skills (listening, speaking, reading, and writing): content/context, task, text type, and comprehensibility.

Insights of language acquisition processes also guide the Hebrew language curriculum design and instructional methods. In order to maximize the ability of the students to function with the language in real-life communicative situations, they need to be exposed to authentic language and be provided with opportunities to interact in meaningful communication. Modeling authentic language is a central step in this process and is done through oral, printed, audio media, such as Israeli children's books, songs, newspapers, video clips, signs, ads, and items representative of the target culture such as games, posters, currency, etc.

Meaningful communication is achieved when the learners are able to relate the language to their own world/life and circumstances, and engage in real-life information exchange. The curriculum is designed to reflect this process and is dynamic to allow differentiation and adjustments to meet the needs, preferences, and learning profile of individual or groups of students.

The curriculum is organized by thematic units, which provide context for the language. Each thematic unit overview/outline provides proficiency and learning goals, and suggested materials and learning activities. In the Novice level, these units are shorter, and deal with the immediate and concrete surrounding of the learners. For example, My Family, Weather & Seasons, Clothes We Wear, Inside and Outside My Home, My Friends, My Classroom, etc. As students move to higher levels, so do the context and the range of the units.

While Hebrew at the Center, Inc. has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through collaborative process among the Curriculum Coordinator and the Hebrew language instructional staff.

On-going informal and formal assessment of all the skills is at the core of the decisions made constantly by the Hebrew teacher and Curriculum Coordinator. Summative assessment at the end of a learning period also provides valuable information that helps in curriculum planning and revisions. Assessment addresses a continuum of the learning process ("Achievement") on one end and acquisition process ("Proficiency") on the other. See Element 3, Method by Which Student Outcomes Will Be Measured, for a full discussion of assessment.

An intensive focus on Hebrew language instruction beginning at Kindergarten is a unique aspect of Kavod Elementary. The Kavod Elementary instructional model with Hebrew language-rich environment allows students to be fully engaged in the target language throughout the day, enhancing and maximizing their Hebrew language acquisition.

The daily core Hebrew lesson is the platform for students and teachers to engage in developing and reinforcing Hebrew language skills. Additionally, in social studies, during the CHIIC portion, the Hebrew

teacher will co-teach content in Hebrew, alongside the general education teacher. During science, the Hebrew teacher will offer support in Hebrew, alongside the general education teacher. Further, during all communal times of the day (breakfast, lunch, recess, morning and end-of-the-day transitions) Hebrew teachers will be with the students so that all informal conversation during the day is also conducted in Hebrew.

### **Methodology:**

The Hebrew lesson is conducted in Hebrew, and the teacher employs different techniques (e.g. slower pace, simpler language, concrete materials, visuals, gestures, facial expressions, movement, voice inflections, etc.) to make her input comprehensible to the students. “The central task for the language teacher is to create a communicative climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language! When learners are surrounded with their new language 90 to 95 to 100 percent of the class time, and when teachers use the language for all classroom purposes, language use has a purpose and there is motivation to learn.”<sup>17</sup>

The structure of the Hebrew lesson enables students to take full advantage of the learning and acquisition process:

- Each lesson begins with a short segment called “warm up” where students interact either orally or in writing, on topics related to their lives but not connected to the unit they are presently learning.
- The next segment is “reinforcement”, where students practice using what they have learned in the unit (e.g. new words, new structures, new expressions, etc.) in different contexts.
- The third segment of the lesson is a short “instructional” mini-lesson, where the teacher introduces new material or concept.
- The lesson ends with a short “winding down” segment, which takes the students back to their language comfort level.
- The activities in each segment can vary from one lesson to another, depending on many factors that teachers take into account when planning their lessons. Teachers are empowered to make decisions regarding the activities in their lessons, based on their knowledge of instructional tools, language acquisition processes and their knowledge of their students’ language proficiency level and learning profiles.

## **HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION**

Kavod Elementary’s purposeful curriculum helps all students achieve at high levels, including students with disabilities, ELs, at-risk students and gifted students. Both the workshop model and the proficiency approach provides our students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Hebrew language proficiency. Since both methodologies are grounded in ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners so that at all times, students’ needs are being addressed.

As stated, Kavod Elementary’s workshop model of instruction is one that supports differentiated instruction in a classroom of heterogeneous children. The model requires that teachers are attuned to what the ongoing student assessment is showing them about each child or their class as a whole. This allows targeted intervention to take place in the guided and individual conferencing portions of the model and lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

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<sup>17</sup> Curtain, Helena. “Methods in elementary school foreign language teaching.” *Foreign Language Annals* 24.4 (1991): 323-329.

For instance, as described in the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources, the Fountas & Pinnell Benchmark Assessment System are utilized as the ELA assessment system. This running records assessment provides teachers with current diagnostic information that informs their grouping and drives the instructional program.

Teachers are supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. Teachers are expected to produce lesson plans as necessary that show evidence of how they have differentiated instruction for special groups of students who may be in their class. The lesson plans are expected to indicate how the teacher will assess students' attainment of the goals and objectives of the lessons.

The proficiency approach and the language integration model allows us to achieve our goal of producing students with a high degree of Hebrew language proficiency through continued engagement in the Hebrew language throughout the day. Through an innovative scheduling structure, there are two Hebrew instructors in the classroom for Hebrew in grades K-2, and two general education teachers, or a general education teacher and teacher's assistant, during Readers Workshop and Math in grades K-2, providing an intensive instructional focus on English language proficiency and Hebrew language proficiency. This further builds our capacity to meet the educational needs of our students.

Kavod Elementary's educational model taken as a whole—quality instruction informed by data, robust staffing, quality professional development and rigorous curriculum—allows all of the school's learners to excel academically.

### **Evidence (Research-Based) that the Instructional Program is Successful**

As discussed in the section on Instructional Framework, the rationale for implementing the workshop model and the proficiency approach in an integrated environment is based on theory and grounded in research.

Kavod Elementary uses the workshop model of instruction in all the core subjects. The workshop model is based on Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective in delivering instruction for all learners, including special populations such as: at-risk students, special education students, gifted students and ELs.

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably similar for any language.<sup>18 19</sup>

These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education:

- The production of language—listening, watching and sharing
- The understanding of language—sounds and meanings
- The function of language—first words (names and items-realia), experiences gained through repeated daily routines and experiences and interaction with others<sup>20</sup>

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<sup>18</sup> Karmiloff, Kyra, Annette Karmiloff-Smith, and Kyra Karmiloff. *Pathways to language: From fetus to adolescent*. Harvard University Press, 2009.

<sup>19</sup> Nelson, Nickola Wolf. "Curriculum-based language assessment and intervention." *Language, Speech, and Hearing Services in Schools* 20.2 (1989): 170-184.

<sup>20</sup> Whitehead, Marian R. *Language and literacy in the early years*. Sage, 2004.

The workshop model, especially as utilized in reading and writing instruction, supports all learners, and particularly ELs, in all three dimensions listed above.

The incorporation of an intensive focus on a foreign language—in Kavod Elementary’s case, the study of Modern Hebrew—in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate.

Kavod Elementary uses best practices that are aligned with the ACTFL, which focus on development of four language skills-- listening, speaking, reading and writing. The ACTFL Proficiency Guidelines provide educators with a scale they can use to assess student proficiency – what each student can and cannot do with the language - in all four domains constantly, and thus be able to differentiate their instructional plans to help meet each student’s specific learning needs and gaps.

This assessment-based approach allows educators to address the reality of the classroom where students are at varying levels of language acquisition, from heritage speakers with strong oral proficiency but limited writing proficiency, to students who are stronger in reading and writing, but do not have much oral fluency to those with limited skills in all areas, and so on.

ACTFL presents a large body of research that points to the educational and developmental benefits that flow to students who engage in second language instruction which will have positive impact particularly on our students who are engaging in foreign language study at the start of their formal schooling. (See: How Learning Best Occurs) Kavod Elementary’s commitment to language integration and the proficiency approach will enhance student achievement in core academic subjects. The advantages that foreign language programs provide to children are well known. For example, on the website of the ACTFL appear the following evidence-based learning and development outcomes:

- Language learning supports academic achievement: Language learning correlates with higher academic achievement on standardized test measures.
- Language learning is beneficial in the development of students’ reading abilities.
- There is evidence that language learners transfer skills from one language to another.
- There is also a correlation between second language learning and increased linguistic awareness, and between language learning and students’ ability to hypothesize in science. There is also a correlation between young children’s second language development and the development of print awareness.
- There is also a correlation between early language study and higher scores on the SAT and ACT Tests and higher academic performance at the college level.
- Language learning provides cognitive benefits to students: There is evidence that early language learning improves cognitive abilities and that bilingualism correlates with increased cognitive development and abilities.
- There is also a correlation between bilingualism and attentional control on cognitive tasks.
- There is a correlation between bilingualism and intelligence and between bilingualism and meta-linguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities.<sup>21</sup>

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<sup>21</sup> <http://www.actfl.org/>

### **ESEA — Student Achievement and Teacher Credentialing**

As currently required under the Elementary and Secondary Education Act (ESEA), Kavod Elementary works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Kavod Elementary is committed to reducing the education gap for all students.

Kavod Elementary implements provisions of ESEA that apply to charter schools, which currently include:

- using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program;
- meeting our Adequate Yearly Progress goals;
- publicly reporting the school's academic progress;
- providing extended learning opportunities for students falling behind who need extra help;
- fostering teacher quality; and
- participation in all required assessments.

All Kavod Elementary teachers will meet ESEA requirements for lead-teachers in core academic subject areas. The requirements currently in place that apply to both Title I and non-Title I public schools currently include the following:

- being fully certified or licensed by the state;
- holding at minimum a bachelor's degree from a four-year institution; and
- demonstrating competence in each core academic subject area in which the teacher teaches.

These federal regulations do not apply to non-core academic subject area teachers, such as, Physical Education and Hebrew.

If Kavod Elementary becomes a Title I school, then all paraprofessionals whose duties include instructional support will meet ESEA criteria at the time of hire in order to demonstrate they are prepared to reinforce and augment teachers in the classroom. Currently, ESEA requires that paraprofessionals for instructional support do the following:

- earned a high school diploma or the equivalent, and completed two years of college (48 units), or received an Associates' degree (or higher); or
- passed a local assessment of knowledge and skills in assisting in instruction.

Individuals who are translators or who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, or whose duties consist solely of conducting parent involvement activities and similar positions currently do not have to meet these requirements.

For more information on credentialing, see PROCEDURES FOR EVALUATING CREDENTIALS & MONITORING CHANGES & EXPIRATIONS, in Element 5, Employee Qualifications.

# ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Table 9: CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM	
CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><b>Local Control Accountability Plan (“LCAP”)</b></p> <p>The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”</p>	
STATE PRIORITY #1— BASIC SERVICES	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure effective teachers. All core teachers must be fully credentialed. Maintain a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support. All teachers will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	Establish effective co-teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Every student has access to standards-aligned instructional materials. Ensure students are prepared for the 21 <sup>st</sup> century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.
<b>ACTIONS TO ACHIEVE GOAL</b>	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
SUBPRIORITY C – FACILITIES	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Plan and Secure site with school’s growth plan. Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. Hire custodial services that will aid in providing school safety.

<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure all applicable courses meet the common core state standards with the goal that that 100% applicable of courses will align to CCSS.
<b>ACTIONS TO ACHIEVE GOAL</b>	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure EL students will be enabled to gain academic content knowledge through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency with the goal that 80% of students will meet benchmark expectations or will increase by one grade level.
<b>ACTIONS TO ACHIEVE GOAL</b>	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure EL students will be enabled to gain English language proficiency through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency, with the goal that 80% will be at least intermediate on CELDT within 3 years upon entering Kavod.
<b>ACTIONS TO ACHIEVE GOAL</b>	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Purchase of materials needed to support students. Implement of frequent student assessments.
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Create a culture where parent involvement is welcome and parent input is encouraged in the decision making processes at the school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide family surveys to families to solicit feedback and monitor progress. Have a parent representative on the board of directors who is voted on by the parents. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Create a culture where parent involvement is welcome and encouraged at the school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide a comprehensive progress reports to parents twice a year. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod

Parent Committee to host monthly family events where families can engage together.	
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<p>A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i></p> <p>B. <i>The Academic Performance Index (API)</i></p> <p>C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></p> <p>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
<b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirements. Implement CAASPP per school's growth plan with an initial expectation that a minimum of 70% of students will meet the proficient requirements and increasing up to an expectation that 80% of students will meet proficient requirements. A plan will be developed to raise the expectations as the school is able to analyze test results and make adjustments as necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Integrate technology into classes. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Begin the CAASPP assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
<b>SUBPRIORITY B – API</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Development of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirement with the expectation that the Charter School will be ranked in deciles 4 to 10, statewide and similar schools, on the API or similar measure approved by the State Board of Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Begin the CAASPP assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
<b>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners, with the goal that 80% will be at



	least intermediate on CELDT within 3 years upon entering Kavod.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Host Parent teacher meetings.
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners with the goal that 70% of students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Host Parent teacher meetings.
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Meet estimated Average Daily Attendance projections, with a minimum of 90% attendance rate, and lower tardiness rate if necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Meet estimated Average Daily Attendance projections and lower tardiness rate if necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students attendance.
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 5% of students will be suspended.
<b>ACTIONS TO ACHIEVE GOAL</b>	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensuring a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 3% of students will be expelled.
<b>ACTIONS TO ACHIEVE GOAL</b>	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide parent surveys and opportunities for parent feedback. Work collaboratively with the Kavod Parent Committee. Analyze the initial lesson plans developed for the character building framework. Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying.
<b>STATE PRIORITY #7— COURSE ACCESS</b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i>	

<p><u>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</u></p> <p><u>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</u></p>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure all pupils have access to, and are enrolled in, a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
<b>ACTIONS TO ACHIEVE GOAL</b>	As necessary revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year's schedule. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
<p><b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will meet in class benchmark standards or have increased by one grade level.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of General and Special Education Students will score 75% accuracy on final math assessment or increase from pre-assessment by 30%
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY J – CTE (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD - HEBREW</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>The school will attain the following grade-specific assessment results in this area:</p> <p>By the end of Kindergarten students will:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will perform at the Novice-Mid-Meet level in oral skills and Novice-Mid-Strong in listening.</li> <li>As measured by a Letter Recognition Assessment, 70% of students will be able to recognize all Hebrew letters in their print form.</li> </ul> <p>By the end of Grade 1 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-Mid-Strong level in oral and Novice-Mid-Meet in written skills.</li> <li>As measured by a Letter Recognition &amp; Writing Summative Assessment, 70% of students will be able to write all letters of the Hebrew alphabet in print.</li> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-High-Emergent level in Listening.</li> <li>As measured by a Summative Reading Assessment, 70% of students will be able to read at the Novice-Mid-Meet level.</li> </ul> <p>By the end of Grade 2 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Reading &amp; Writing Assessments, 70% of students will be able to perform at the Novice-High-Strong Levels in oral, and at the Novice-Mid-Meet</li> </ul>

	<p>Levels reading and writing skills.</p> <ul style="list-style-type: none"> <li>As measured by a Summative Listening Comprehension, 70% of students will be able to perform at Intermediate-Low-Emergent in listening skills.</li> <li>As measured by a Summative Reading &amp; Writing Assessment, 70% of students will be able to perform Novice-High-Meet (Hebrew script is significantly different from print).</li> </ul> <p>By the end of Grade 3 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will function within the range of the Novice-High-Strong to Intermediate-Low levels in oral and at the Novice-High-Meet in writing skills.</li> <li>As measured by the Summative Reading Assessment, 70% of students will function within the range of the Novice-High-Meet to Novice-High-Strong levels in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function within the range of the Intermediate-Low-Emergent to Intermediate-Low-Meet in listening skills.</li> </ul> <p>By the end of Grade 4 students who have been enrolled at the school for at least three consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue function at the Intermediate-Low-Meet level in oral and at the Intermediate-Low-Emergent level in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Emergent level in reading.</li> <li>As measured by the OPI, 70% of students will function at the Intermediate-Low-Strong in listening skills.</li> </ul> <p>By the end of Grade 5 students who have been enrolled at the school for at least four consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue to function at the Intermediate-Low-Strong level in oral and Intermediate-Low-Meet in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Meet level in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function at the Intermediate-Mid-Emergent level in listening skills with some students moving towards intermediate-Emergent level.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	Development of Hebrew Curriculum that supports students learning styles

# INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS

Professional development sessions address meeting the needs of all students, by emphasizing differentiation and ongoing assessment of work. In addition to the designated professional development periods, Kavod Elementary's embedded professional development model provides teachers with time for ongoing training, planning and collaboration. All teachers are able to utilize real time data to inform instruction and through the use of the workshop model result in highly individualized instruction for all students, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. (See USE AND REPORTING OF DATA, in Element 3.)

Teachers are expected to produce evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELs, gifted students, students achieving below grade level, and students with disabilities. Students, whose needs are not being met for whatever reason, are referred to the Student Success Team for further discussion on interventions.

## **Student Success Team (SST)**

When students are not making satisfactory academic progress or when their behaviors are impeding their progress, Kavod Elementary will implement the SST process. In the California Department of Education guidelines, the SST is defined as "a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed."<sup>22</sup>

A referral to the SST brings together educational professionals and the student's parents to brainstorm further needs and other pathways for that student. This 'think-tank' meeting ensures that Kavod Elementary is doing everything possible to support all students by bringing together all stakeholders.

## **The SST Process**

A teacher, administrator, parent or guardian can make a request for assistance. This request is given to the Director for approval. The SST, comprised of a teacher from that grade level, a member of the administration, consultants and other support staff as appropriate, will meet with the parents/guardians in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. The SST process begins by clarifying the information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention.

Following is an outline of the SST process:

### **Prior to the SST Meeting**

- Teacher, parent or other staff member completes a referral form.
- An SST packet documenting the student's strengths, needs and a timeline of interventions is completed. All student achievement data, report cards etc. are gathered at this time.
- A meeting is scheduled.

### **During the SST Meeting**

- A translator is provided if needed.
- Introductions are given.

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<sup>22</sup> <http://cde.ca.gov/>

- Clearly state the purpose of the meeting.
- Review of SST packet and information is shared.
- Review of assessments, student work and other relevant documents (health and behavior records).
- Areas of need are presented and prioritized.
- The team brainstorms strategies for intervention.
- Responsibilities and timelines are assigned and a follow-up meeting is scheduled to discuss progress and outcomes.

#### Post-SST Meeting

- SST meeting notes are copied and originals are placed in cumulative folder, copies are given to appropriate SST team members.
- During follow-up meeting if progress is being made – team continues interventions or program accommodations or modifications. If student is still struggling a referral to Special Education for further assessment may occur.

#### Instructional Program Meets the Needs of Student Population

Kavod Elementary is responsible for meeting the educational needs of a diverse student population and to ensure that all students have the opportunity to succeed in college and in a career. A key component of providing differentiated and individualized instruction, that meets the needs of each student, is making ongoing instructional adjustments based on assessment data. With this in mind, instructional programs, groupings, and time (opportunities to learn) are adjusted according to student performance and needs. It is our goal to ensure that instruction is directly related to student performance and needs.

## ENGLISH LEARNERS (INCLUDING RECLASSIFICATION)

*Per state priority 2, Kavod Elementary implements academic content and performance standards adopted by the state board for all pupils, including English learners.*

Kavod Elementary meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Kavod Elementary implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### Home Language Survey

Kavod Elementary administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

#### CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment<sup>23</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

Kavod Elementary will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

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<sup>23</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Students taking the CELDT are placed in one of five categories (Beginners, Early Intermediate, Intermediate, Early Advanced, or Advanced). Students who assess Advanced or above are reclassified and are no longer designated as English Learner.

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

When instructing English Learners in English, teachers must modify instruction to take into account the level of English language acquisition each student has attained. It is appropriate for ELs who are at risk as it provides a strong phonemic foundation. Although many aspects of effective instruction apply across the board for learners in general, for English Learners instructional modifications are certainly necessary.

The National Literacy Panel (NLP) concluded that high-quality reading instruction alone is “insufficient to support equal academic success” for ELs and that “simultaneous efforts to increase the scope and sophistication of these students’ oral language proficiency is also required.”

Kavod Elementary teaching staff receives regular professional development to adhere to the California English Language Development (ELD) standards and implement explicit teaching of features in English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage). In fact, the balanced literacy approach not only allows for teachers to spend more time directly supporting EL’s in literacy skill attainment, the approach itself is geared to explicitly teaching these skills to all students. During the literacy block students experience read-alouds and shared-readings. These both support the acquisition of language through listening and speaking. Students designated as ELs also receive academic content instruction designed to promote content knowledge.

For the purpose of learning Hebrew, English Learners are on equal footing with other students since most Kavod Elementary students are Hebrew Learners. Kavod Elementary’s language integration program puts English Learners on the path to becoming multi-lingual while helping all students to acquire English and Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA standards.

The Kavod Elementary administration and teaching staff address the seven conditions that make a critical impact upon the academic achievement for California’s English Learners in the following ways:

#### **ELs have equitable access to appropriately trained teachers.**

All EL teachers at Kavod Elementary are Cross-Cultural Language Acquisition Design (CLAD) certified or certified with the authorization code, R242, for English Learners (unless the teacher has a waiver from California Teaching Credentialing office) and use results on the CELDT exam, language assessments, informal observations to develop lessons that support academic language acquisition, considering both the English language development standards (ELD) and the English Language Arts standards.

#### **Teachers of ELs have adequate professional development opportunities to help address the instructional needs of ELs.**

Kavod Elementary provides ongoing professional development to explicitly address the wide variety of instructional strategies required to accompany the English Learner (EL) components of state approved mandated ELA textbooks, the California English Language Development (ELD) standards, Specially Designed Academic Instruction in English (SDAIE) strategies and interpretative and pedagogical implications of the California English Language Development Test (CELDT) for ELs. In addition, because the school is focused on teaching all students a second language (Hebrew), all teachers receive ongoing professional development in language acquisition strategies.



**Teachers have access to appropriate assessments to measure ELs achievement, gauge their learning needs and be held accountable for their academic progress.**

Kavod Elementary identifies English Learners through the Home Language Survey and assesses these students utilizing the CELDT. The purpose of the CELDT is to determine how well each student tested can listen, speak, read, and write English. CELDT scores are used to help determine the level of assistance needed and to ensure the student's placement in an appropriate program or reclassification. Further, since these students spend most of their time in the general education classrooms, they are also given the periodic assessments in literacy given to all students. All teachers have access to this data on a regular basis. Teachers also generate their own classroom data on student skill attainment in literacy as they would any other student.

**ELs have adequate instructional time to accomplish learning goals.**

Across the state, English Learners are provided no additional classroom instructional time even though they have additional learning tasks, such as, acquiring English as well as learning a new culture and its demands. The Kavod Elementary instructional framework is designed to provide more intensive individualized instruction within the workshop model. Small groups, including groups of ELs are asked to remain with the teacher for additional instruction and reinforcement following the mini lesson, while other students are working independently or in partnership.

In addition, teachers confer with students to reinforce and identify each student's needs. Kavod Elementary strives to maintain low student to staff ratio and to train staff to work with ELs based upon fiscal viability. As was mentioned the Kavod Elementary school model includes ongoing embedded professional development. When teachers demonstrate a need for additional support in effectively working with ELs, that support is provided.

**ELs have equitable access to instructional materials and curriculum.**

Kavod Elementary's curriculum is based on the idea of differentiation and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught "overwhelmingly" in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in "sheltered" classes to help students access the core curriculum.

All classrooms have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books. Children choose books that are just-right or reach books ("I am interested in the topic of this book and want to be able to read it in the future.") Conversations between peers will be ongoing. ELs have the opportunity to listen to language and speak with their reading partners. (Note: Many students are not reading in the true sense of the word but are using the illustrations or photos to "tell a story.")

Sampling of Criteria for Developing Effective ELD and SDAIE Lessons for English Learners

- Background knowledge
- Building meaning before form
- Vocabulary preview
- Models, demonstrations, visuals, realia and technology
- Graphic organizers
- Manipulative materials and hands-on materials
- Repetition and review of concept and vocabulary
- Choice of resources, tasks, language production options

- Active participation in various individual and group configurations
- Print-rich environment
- Authentic and meaningful tasks, making connections between learning and real- life experience
- Opportunities for reflection and verbalizing thoughts through quality talk
- Standards-based thematic unit organization
- Integration of listening, speaking, reading and writing
- Assessment and monitoring of progress toward standards and check for understanding
- Development of metacognition
- Explicit instruction in key skills (e.g., preview, scanning, skimming)
- Task-based instruction
- Language modifications such as pause time, questioning, pacing, and highlighting

### **ELs have equitable access.**

Kavod Elementary provides equitable access to support the academic achievement of all students, including, English Learners. Because of our goal of Hebrew proficiency, language learning is a school norm. Every child has access and support to function in a language other than their native language. The school ensures that every child has access to all school activities and programs.

ELs attend schools and classrooms that support high educational standards for success. Ultimately, Kavod Elementary aims to have all students, including ELs, to become self-motivated, competent, life-long learners, embedded with the desire and prepared to thrive throughout their lives as citizens connected to their local, national and global communities.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate using quantitative data to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

As was mentioned the Kavod Elementary school model includes ongoing embedded professional development. When teachers demonstrate a need for additional support in effectively working with ELs, support will be provided. ELs are closely monitored through the use of running records, oral interviews and through the conferring portion of both the Reading and Writing Workshops. ELs that are deemed at-risk are supported through additional technology tools, (e.g., books on tape, website links, lending libraries, etc.).

Table 10: Sample Suggested Strategies of how ELs are supported in the Readers and Writers workshops.

Sample EL Students in the Reading and Writing Workshop				
	<p>Stage 1: Silent period, or Pre- production stage</p> <p>Students have very few oral skills (English), and they are working on listening to and assimilating the sounds of English</p>	<p>Stage 2: Early Production Students</p> <p>listen with greater understanding and can produce some English words, phrases, and simple sentences related to social, everyday events.</p>	<p>Stage 3: Speech emergence Students can understand written English accompanied by concrete contexts, such as pictures, actions, sounds, etc. They will begin to communicate in sentences. They can understand ideas about text if they understand the context. Their syntax will not always be correct.</p>	<p>Stage 4 and 5: Intermediate and advanced fluency</p> <p>At this stage students demonstrate increased levels of accuracy and are able to express thoughts and feelings. They are beginning to put together new tenses and increase their familiarity with new vocabulary. They can create oral and written narratives.</p>
Read Aloud	<p>Before the read aloud, it helps to give an oral summary of the story in native language when possible. A summary generally integrates the elements of story. If not possible in native language, summarize using Sheltered English- simplifying the language but conveying the ideas. This should not take more than 3 minutes.</p> <p>Picture walk can illustrate the summary (if book has illustrations)</p>	<p>Before the read aloud, it helps if the ESL teacher or the classroom teacher can do a book orientation/discussion to situate the text in a context.</p> <p>Choose 3-5 key words only to teach on any one day, words that double as both new vocabulary words while also representing the main components/tensions of the story</p> <p>When the language of the text is particularly challenging, the teacher can add synonyms to clarify the meaning of words:          “It was a (splendid) day read “splendid” but add “beautiful” – Children need to be exposed to rich vocabulary, the synonym will clarify the meaning or, in some cases, paraphrase instead of reading a section. It’s important to support a whole class conversation in response to the read aloud at least 2 x per week so that children can listen to good conversational moves.</p>	<p>Children are able to understand better, and to participate in whole group/partnership conversations. Nonfiction books as well as fiction books are important—both support conceptual knowledge. Allow wait time so that 2nd language learners at this stage can gather their thoughts and express themselves without being rushed.</p> <p>It’s important to support a whole class conversation in response to the read aloud at least 2x per week so that children can listen to good conversational moves.</p>	<p>Read Alouds give teacher the opportunity to read books that ELL children can’t access on their own and to introduce sophisticated language they won’t otherwise encounter.</p> <p>Children will participate in scaffolded conversations using prompts to extend each other’s ideas, learning from teachers doing think-alouds, from studying transcripts of conversations, from watching fish bowl conversations.</p>
Shared Reading	<p>Students will try to understand the story, largely by looking carefully at the pictures, hearing the drama in the teacher’s voice, and noting gestures.</p>	<p>Teacher scaffolds comprehension sections, these offer children a foothold for getting involved.</p> <p>Students begin to respond to text</p>	<p>Shared Reading observations, and read along during repeated whole- class readings.</p>	<p>Students will try to understand the story, largely by looking above) only with more text-references.</p>
Reading Workshop	<p>If possible, provide students with materials in their first language—</p>	<p>Children may re-read shared reading texts and familiar read-aloud texts, books you have</p>	<p>When helping these children choose their books, this provides</p>	<p>Children are able to read independently—they need to be</p>

	the materials should be aligned to the work you are doing with the rest of the class. Alternatively, give children English books that match their level of comprehension when reading in English (be forgiving about accuracy when miscues are language- based.)	introduced to them, and other books in English. Teachers need to be very mindful to move these children along to more difficult just right books as their comprehension grows. Support the more difficult books by having an ESL teacher or peer- partner read a somewhat harder book aloud, discuss it with the EL learner, and leave the book for the child to read independently.	time for brief book introductions. By talking about the book, the teacher helps create a meaningful context. Looking at the pictures, table of contents, predicting what the book will be about all help.	matched to books that they can read with fluency and comprehension. Teacher needs to check to be sure children are able to have conversations about books which demonstrate their understandings of the texts.
Writing Workshop	During Writing Workshop at this stage children can draw and begin to label pictures in English. If they have a partner who speaks the child's language, the child can tell his or her story to the partner. Child can also write in first language.	Children move from labeling to producing some English sentences which tell the child's story. The teacher confers with the students to help them expand their language in their writing, coaching them into with new language structures as in using transition words, "And then what happened next?"	Teachers should give children opportunity to rehearse and practice the language before they write. For example, it helps for children to draw what they will write on each page first, then to touch each page and say what they will write. It also helps to tell partners what they will write.  Students can read back their writing, discuss it and then elaborate.	Work on elaboration/details and literary language. At this stage teachers need to think that they need to focus on language structures for specificity and find ways to stretch the language of the children. Expect children to produce pieces with increased complexity of language. Help children write in ways which "sound good" or "sound like stories" etc.
Partnerships	3-way partnerships are important for children in this stage so they can listen to the conversations in small group settings.	Collaborative group work around some tasks. Mixed language partnerships—it will help children at this stage if there are charts with language prompts to help them negotiate talk with their partners.	Teacher has to watch the partnerships to make sure that the 2nd language learners are also speaking, not just	
Teacher	Designate a rug spot and writing seat for the EL to be exposed to rich language models (he/she can be the 3rd student in a triad).  Pair the EL with another student who speaks the native language to support expressive and receptive comprehension	Continue to use the strategies from Stage 1, and  Support attempts by the student to participate in triad's (and partnership) conversations by coaching in to give him/her language that they can use by referring to conversational prompt on a chart or providing a question to ask which will continue the conversation.  Clearly refer to visuals (words, pictures, diagrams) during the mini lesson, with charts accessible	Continue to use the strategies from previous stages, and  Celebrate chances EL takes when writing in the second language. The story and not the grammatical errors should be focused on.  Model vocabulary, particularly challenging vocabulary that fits into the unit of study,	Continue to use some strategies from Stages 1,2, and 3, and Acknowledge that while the student's oral skills may appear to be fluent, he/she still needs their language development scaffolded.  Continue to cultivate and support the academic language needed to reach

<p>Use lots of visuals (including those with images) during the mini lesson, refer to clear charts accessible in the meeting area related to the strategy being taught and/or language being used.</p> <p>Speak clearly and fluidly.</p> <p>Elevate the level of communication by gesturing and Total Physical Response (TPR)-type of presentation.</p> <p>Whenever possible pre-expose student to concepts that will be taught.</p> <p>Relate mini lessons and include examples and themes that may be familiar topics for the student.</p> <p>If the teacher in a monolingual classroom knows the native language, then pre-expose and continue to support ELL in the first language.</p> <p>Ask Yes/No questions to student about her writing and pictures.</p> <p>Talk to the EL about her writing and pictures, naming and labeling things for her.</p>	<p>in the meeting area related to the strategy being taught and/or language being used. This strengthens the meaning by providing a resource to refer back to.</p> <p>Accept answers even when they are one word or short phrases and helps to carve out the meaning.</p> <p>Provide a selection of paper choices with both picture and word space.</p> <p>Upper grade EL writers can have access to primary paper. One with a large box to draw inside of then label, another with a smaller box and 4-5 lines for writing, and a piece with an increased number of lines, but with a small box to sketch meaning and then write off of.</p> <p>Encourage ELs to not only draw stories across pages, but create small moment stories on multiple sheets of paper. Since ELs may not be writing incomplete sentences yet, then labeling and later beginning to put strings of words and phrases together with strong language modeling by the teacher. The student may even use some words in the first language when he/she is unsure of the word in the second language. The native language scaffolds the meaning for an ELL as they explore language usage and structure in the second language.</p> <p>Demonstrate lists and organization for non-narrative writing (information books). This can include creating a table of contents including each idea and listing details about the topic.</p> <p>Model basic sentence structure prompts to build vocabulary and fluency.</p>	<p>including aspects such as: Personal Narrative: Connectives (if, when, because, but, etc.) This vocabulary should be clearly posted, readily available, and referred to by the teacher.</p> <p>Expose students to story elements (character, setting, plot).</p> <p>Set ELs up with verb tense models easily accessible in the classroom. Personal Narrative ~ past tense Non Narrative ~ present tense</p> <p>Encourage student to use writing tools in the classroom: Word Wall, dictionaries, word lists, diagrams, charts, etc.</p> <p>Guide ELs to rehearse the language before beginning to write. Rehearse language with the student and help to extend the language before writing.</p> <p>Praise EL's attempts at communicating in writing. Student will be writing in sentences, but with syntactical errors.</p>	<p>fluency. Restate ideas if they are stated incorrectly, model and chart vocabulary and concepts being covered in mini lessons and related to the unit of study.</p> <p>Charts and visuals are still accessible in the classroom and serve as language models. Refer to them during the workshop, even when conferring with fluent speakers of the first language. Celebrate them as resources!</p> <p>Identify language elements that are challenging for the student and use them as teaching points when conferring. Noun/verb agreement, correct tense usage..</p> <p>Guide students to use more advanced language structures when they demonstrate mastery of basic elements.</p>
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Student	<p>Can write in first language, modeling after what other students are completing, or if there is another speaker of the first language, the strategy can be explained by language partners. Encouraged to draw visual images to represent their work. If unable to write in first language student can begin to draw own life experiences and interest, highly familiar, inside and outside of the classroom. pictures and practice language by labeling words from a picture dictionary, or continue to be exposed to rich language by listening to stories that have been read onto a tape.</p>	<p>Continues to use the strategies from Stage 1, and Sketches focused small moment pictures about an episode from her life and labels the images.</p> <p>Draws stories across pages, creating small moment stories on multiple sheets of paper, then labels. Guided to begin to write and label in phrases, then, if appropriate, sentences.</p> <p>Begins to write stories across pages with an increasing level of language conventions and more complete thoughts.</p> <p>Lists ideas and details about a topic that is familiar and interesting to her when writing information books (non- narrative), continuing to support written words with pictures and diagrams related to other text she is beginning to write.</p>	<p>Continues to use strategies from previous stages, and Uses basic sentence structure prompts to build vocabulary and fluency.</p> <p>Writes stories across pages, stringing words together into phrases and attempting write thoughts in complete sentences.</p> <p>Collects stories that are longer in length, taking chances in their second language writing.</p> <p>Organizes non-narrative pieces clearly and elaborates more, using charts to model what their work should look like.</p> <p>Is able to access charts and visuals in the classroom with vocabulary related to</p>	<p>Continues to use some of the strategies from Stages 1, 2 and 3, and Utilizes more advanced academic language, for example: Explores figurative language (metaphors, similes, etc.) Uses more advanced grammatical structures</p> <p>Challenges herself to be more descriptive, to take chances with writing and the vocabulary being used. Models writing of mentor authors, discusses piece with partner to clarify.</p> <p>Meets with a partner before writing to rehearse language and to strengthen their storytelling muscles which will help when EL begins to write the piece.</p>

	<p>Draws pictures and labels the vocabulary she knows or has access to in second language.</p> <p>Draws stories and/or writes information books across pages, creating small moment stories (narrative) and information books (non- narrative) on multiple sheets of paper, then labels in second language or writes in first language.</p>		<p>the unit of study.</p> <p>Refers to the Word Wall and other charts to grow vocabulary and use it in their writing.</p> <p>Rereads own piece to check for comprehension and phrasing.</p> <p>Asks herself, "Does this make sense?"</p> <p>Works on confusing parts to make them clearer.</p>	<p>Refers back to charts posted in the room and the language resources to generate ideas and work on strengthening the written piece.</p> <p>Rereads piece to see if it makes sense, and then rewrites parts that are unclear or confusing.</p>
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### Monitoring and Evaluation of Program Effectiveness

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

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

## SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Kavod Elementary recognizes that the target population and neighborhoods we serve face many challenges as a community, and that some of the children within the community may lack support that many families and communities take for granted. Our SST is responsible for identifying students and families who might need additional resources or support, including referrals to community service organizations. We believe that all students can learn and succeed, and that students who are considered disadvantaged are entirely capable of academic excellence. The Kavod Elementary educational program has been designed to meet the individual needs of all learners. The workshop model is designed for small group and individual instruction. The core curriculum, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have. Additionally, children borrow books from the classroom libraries to read at home and a computer will be available for community access.

Our emphasis on a school community, and the responsibility we have to one another within that community, extends to the parents and families of our students as well. At Kavod Elementary early identification of students' needs are a priority the assessment profile and home language survey will help identify these students early in the school year. Once needs are identified, they are addressed within the classroom and through meetings with parents. By having two credentialed teachers in most classes, teachers are able to provide for the differing needs of all students

## ACADEMICALLY HIGH-ACHIEVING STUDENTS

Students are deemed academically high achieving when they are exceeding proficiency standards. Academically high achieving students are identified by the Kavod Elementary ongoing assessment process, including formal, informal and scoring Advance on the California State Tests such as CAASPP. Once identified, students are provided with opportunities throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. Academically high achieving students who are also the subject of the SST and teachers engage in conversations around strategies to continue to accelerate the advanced students.

Academically high achieving learners have the ability to absorb, organize and apply abstract concepts. In a classroom setting these students tend to have extra time on their hands because they finish their work rather quickly. Our teachers use this extra time to help these students develop their creativity by allowing them to explore a special area of interest related to a topic being studied or read about.

To address children who have been identified as academically high achieving, our teachers:

- Create an independent project or activity
- Involve these students in academic competitions whether school based or community based
- Plan “vertical enrichment” activities. Designing assignments or projects that go above and beyond what is covered in the regular classroom begin careful not to give gifted students “more of the same”
- Encourage students to become “experts” rather than just “giving” them information teachers will act as “facilitators”
- Let Bloom’s Taxonomy become the guide – focusing on the upper three levels – analysis, synthesis, and evaluation

Through the construct of the workshop model, which promotes highly individualized instruction, teachers are able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Hebrew language as determined by the Hebrew language assessment, which places them at the higher end of the language acquisition process than their peers. Like, the workshop model, the proficiency approach supports the acceleration of students who demonstrate advanced skills in the Hebrew language. Ongoing and precise evaluation of the learner’s progress provides the teacher with a clear picture of the learner’s strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew teachers are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students’ acquisition of the Hebrew language.

During independent work time scheduled in the workshop model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Kavod Elementary encourages advanced students to develop service-learning projects based on individualized interests that exceed classroom requirements. Opportunities for leadership and mentoring in academics, service learning and other areas of abilities and interest will also be fostered.



Students in second grade and above are eligible for GATE testing and Kavod Elementary informs families when the SDUSD testing window opens. As described in our curriculum, program adaptations are an integral part of our program to address the learning levels of all students to assist them in achieving the greatest level of success while a student at Kavod Elementary.

## ACADEMICALLY LOW-ACHIEVING STUDENTS

Students who are academically low achieving are identified through teacher observation, their course performance and multiple methods as outlined in Element 3 - Method by Which Student Outcomes will be Measured, including: California standards-based textbooks assessments and California State Tests such as CAASPP (defined as Below Basic or Far Below Basic (or similar designations)). Parents are notified during parent conferences in the fall or spring, or when deemed necessary, once the student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. The classroom teacher and parent can invite the Director, if needed, to discuss possible intervention and supports beyond classroom instruction.

Based on the data from student assessments, Kavod Elementary implements reading and math intervention strategies to address identified areas of weakness of each struggling student (see chart below for possible interventions). The first and most important tool in our instructional toolbox to address the needs of struggling students is our method of instruction— the workshop model. Intrinsic to the workshop model is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, scaffolding through partnerships are all components of our comprehensive package. Enhancing the workshop model is the school’s co-teaching schedule.

Kavod Elementary recognizes that the key deciding factor to affect student growth and achievement is the teacher. A teacher must be well-prepared and trained to effectively address the needs of all students. Our ongoing embedded professional development addresses these needs. Our workshop model of instruction through its differentiation is a daily support. In 2002, McREL researchers synthesized the following six classroom strategies as most effective in raising low achieving or at-risk of failure. Kavod Elementary applies them as needed. In addition, students can be referred to the SST for further discussion on interventions.

Table 11: Summary of Sample Suggested Strategies

Category	Description	What research suggests
Whole-class Instruction	The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions.	The desired outcome should guide the strategy choice. Constructivist strategies are not superior to behaviorist strategies or vice versa. The most effective approach is a combination.
Cognitively oriented Instruction	The teacher uses cognitive or “how-to” strategies (e.g., teaching steps to solve a math problem) or metacognitive strategies (e.g., planning, monitoring, revising, etc.)	Reading Instruction- metacognitive strategies (such as coding text) might be best. Writing Instruction-a combination of cognitive (drafting) and a metacognitive strategy (self-assessment) might be best Mathematics Instruction-a metacognitive strategy (comparison to similar problems and solutions) followed by opportunities to test patterns might be best.
Small-group Instruction	The teacher divides the classroom into small (mixed or like ability) groups of students for instruction, differentiation, or cooperative learning. (Our workshop model addresses this strategy on a daily	Mixed-ability grouping can be an effective strategy. A teacher must be well- prepared and trained to effectively use mixed- ability grouping. Like grouping can also have a positive effect.

	basis.)	
Tutoring	Personal, intense interaction between a tutor and tutee.	Tutoring programs should have a strong diagnostic and prescriptive element. Once trained, individuals of various ages and levels of education can be effective tutors. Tutoring sessions should be evaluated on a continual basis
Peer Tutoring	Students (paired randomly or by test scores) tutor one another and/or support each other's learning.	Peer tutoring can be effective with at-risk students, particularly at the basic skills level. Teachers should carefully instruct and monitor students when they use peer tutoring programs. Peer tutoring sessions should be highly structured.
Computer-assisted Instruction	Students work on software packages ranging from word processing to skill practice to programming.	Computer-assisted Instruction is probably more effective in math than reading or writing. The teacher's role is significant

## SPECIAL EDUCATION

### Overview

Kavod Elementary shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). Kavod Elementary shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

Kavod Elementary shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Kavod Elementary shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Kavod Elementary shall be accessible for all students with disabilities.

### Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

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

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

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

## SERVICES FOR STUDENTS UNDER THE "IDEIA"

Kavod Elementary intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Kavod Elementary shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). Kavod Elementary reserves the right to make written verifiable assurances that Kavod Elementary shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Kavod Elementary seeks services from the District for special education students enrolled in Kavod Elementary in the same manner as is provided to students in other District schools. Kavod Elementary will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. Kavod Elementary will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils.

As long as Kavod Elementary functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and Kavod Elementary which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of Kavod Elementary.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, Kavod Elementary shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). Kavod Elementary agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Kavod Elementary seeks services from the District for special education students enrolled in Kavod Elementary in the same manner as is provided to students in other District schools.

Kavod Elementary acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. Kavod Elementary agrees to promptly respond to all District inquiries and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. Kavod Elementary believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### **Staffing**

All special education services at Kavod Elementary will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is Kavod Elementary’s understanding that while the District provides services the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs Kavod Elementary that current District practice is for the individual school sites to hire site special education staff or the District and Kavod Elementary agree that Kavod Elementary must hire on-site special education staff. In that instance, Kavod Elementary shall ensure that all special education staff hired by Kavod Elementary is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by Kavod Elementary (with the agreement of the District). The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

Kavod Elementary shall follow District policies as they apply to all District schools for responding to implementation of special education services. Kavod Elementary will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

Kavod Elementary shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to

imposing a suspension or expulsion. Kavod Elementary shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### **Identification and Referral**

Kavod Elementary shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Kavod Elementary will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is Kavod Elementary's understanding that the District shall provide Kavod Elementary with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that Kavod Elementary is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Kavod Elementary from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that Kavod Elementary receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, Kavod Elementary and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Kavod Elementary will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. Kavod Elementary shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. Kavod Elementary shall not conduct special education assessments unless directed by the District.

### **IEP Meetings**

It is Kavod Elementary's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Kavod Elementary shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Director and/or Kavod Elementary designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at Kavod Elementary and/or about the student. It is Kavod Elementary's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech

therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

### **IEP Development**

Kavod Elementary understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

Kavod Elementary shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

### **IEP Implementation**

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. Kavod Elementary shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, Kavod Elementary shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Kavod Elementary's non-special education students. Kavod Elementary shall also provide all home-school coordination and information exchange unless directed otherwise by the District. Kavod Elementary shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. Kavod Elementary shall comply with any directive of the District as relates to the coordination of Kavod Elementary and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

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

Kavod Elementary shall comply with Education Code Section 56325 with regard to students transferring into Kavod Elementary within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Kavod Elementary from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and Kavod Elementary shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Kavod Elementary from a district operated program under the same special education local plan area of the District within the same academic year, the District and Kavod Elementary shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to Kavod Elementary with an IEP from outside of California during the same academic year, the District and Kavod Elementary shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the

parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### **Non-Public Placements/Non-Public Agencies**

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Kavod Elementary shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. Kavod Elementary shall notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

#### **Non-discrimination**

It is understood and agreed that all children will have access to Kavod Elementary and no student shall be denied admission nor counseled out of Kavod Elementary due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### **Parent/Guardian Concerns and Complaints**

Kavod Elementary shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. Kavod Elementary shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. Kavod Elementary shall immediately notify the District of any concerns raised by parents. In addition, Kavod Elementary and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with Kavod Elementary's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Kavod Elementary shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

Kavod Elementary and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and Kavod Elementary shall comply with the District's decision.

Kavod Elementary and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

#### **Due Process Hearings**

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. Kavod Elementary agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and Kavod Elementary shall work together to defend the case. In the event that the District determines that legal representation is needed, Kavod Elementary agrees that it shall be jointly represented by legal counsel of the District's choosing.

Kavod Elementary understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### **SELPA Representation**

It is Kavod Elementary's understanding that the District shall represent Kavod Elementary at all SELPA meetings and report to Kavod Elementary of SELPA activities in the same manner as is reported to all schools within the District.

### **Funding**

Kavod Elementary understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and Kavod Elementary. Kavod Elementary anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

#### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

#### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at Kavod Elementary's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from Kavod Elementary the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at Kavod Elementary site.

## **SELPA**

For the years 2013-2015 the District provided special education services for Kavod Elementary's identified special education students and will be a member of the San Diego Unified School District Special Education Local Plan Area (SELPA). During these years, the District provided special education funding and services for the School's special education pupils to the extent of the law. Specifically, the District served children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEA 1413(a)(5)]. As long as the School is public school of the District for special education purposes, the School will pay the District the District's special education encroachment for each student.

Kavod Elementary reserves the right to become its own Local Education Agency (LEA) for the purposes of special education and will make/has made appropriate notification to the District preceding such plans. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School will develop an MOU with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.



## Element 2 – Measurable Student Outcomes

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

## STUDENT OUTCOMES ALIGNED WITH THE STATE PRIORITIES

Table 12: CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES	
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.	
The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.	
<b>STATE PRIORITY #1 — BASIC SERVICES</b>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
<b>SUBPRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure effective teachers. All core teachers must be fully credentialed. Maintain a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support. All teachers will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	Establish effective co-teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed.
<b>MEASURABLE OUTCOME</b>	Number of lead teachers with credentials 100%% and all teachers are appropriately assigned
<b>BASELINE PERFORMANCE LEVEL</b>	100% of lead teachers are credentialed
<b>METHODS OF MEASUREMENT</b>	Credentials valid and/or clear by California Commission on Teacher Credentialing
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Every student has access to standards-aligned instructional materials. Ensure students are prepared for the 21 <sup>st</sup> century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.
<b>ACTIONS TO ACHIEVE GOAL</b>	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
<b>MEASURABLE OUTCOME</b>	Subject material is aligned to standards

<b>BASILINE PERFORMANCE LEVEL</b>	All core subjects align to standards
<b>METHODS OF MEASUREMENT</b>	Curriculum is aligned to standards as determined by curriculum maps
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Plan and Secure site with school's growth plan. Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. Hire custodial services that will aid in providing school safety.
<b>MEASURABLE OUTCOME</b>	Safety Evaluation from Insurance Company identifies no serious safety concerns Drills and walk throughs occur, are tracked and reviewed on a monthly basis
<b>BASILINE PERFORMANCE LEVEL</b>	Not applicable/currently site sharing on a district property
<b>METHODS OF MEASUREMENT</b>	Safety Evaluation from Insurance Company
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure all applicable courses meet the common core state standards with the goal that that 100% applicable of courses will align to CCSS.
<b>ACTIONS TO ACHIEVE GOAL</b>	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education.
<b>MEASURABLE OUTCOME</b>	100% of applicable courses will align to CCSS
<b>BASILINE PERFORMANCE LEVEL</b>	100% of applicable courses will align to CCSS
<b>METHODS OF MEASUREMENT</b>	Review of course scope and sequences as per alignment to state standards
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure EL students will be enabled to gain academic content knowledge through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency with the goal that 80% of students will meet benchmark expectations or will increase by one grade level.
<b>ACTIONS TO ACHIEVE GOAL</b>	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
<b>MEASURABLE OUTCOME</b>	80% of students will have met benchmark expectations or will have increased by one grade level
<b>BASILINE PERFORMANCE LEVEL</b>	100% of EL students met this expectation
<b>METHODS OF MEASUREMENT</b>	Curriculum Assessments, Standardized Assessment
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure EL students will be enabled to gain English language proficiency through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency, with the goal that 80% will be at least intermediate on CELDT within 3 years upon

	entering Kavod.
<b>ACTIONS TO ACHIEVE GOAL</b>	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
<b>MEASURABLE OUTCOME</b>	80% will be at least intermediate on CELDT within 3 years upon entering Kavod
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable
<b>METHODS OF MEASUREMENT</b>	CELDT Scores and Curriculum Assessments, Standardized Assessment
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Create a culture where parent involvement is welcome and parent input is encouraged in the decision making processes at the school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide family surveys to families to solicit feedback and monitor progress. Have a parent representative on the board of directors who is voted on by the parents. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
<b>MEASURABLE OUTCOME</b>	80% overall satisfaction rate on school survey Monthly meetings held for Kavod Parent Committee At least 5 events that encourage parent attendance
<b>BASELINE PERFORMANCE LEVEL</b>	Over 95% satisfaction rate on school satisfaction survey Monthly meetings held for Kavod Parent Committee Hosted at least 10 events and encouraged parent involvement between school and individual classes
<b>METHODS OF MEASUREMENT</b>	Parent surveys Attendance at meetings and events
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Create a culture where parent involvement is welcome and encouraged at the school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide a comprehensive progress reports to parents twice a year. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
<b>MEASURABLE OUTCOME</b>	80% overall satisfaction rate on school survey Monthly meetings held for Kavod Parent Committee At least 5 events that encourage parent attendance
<b>BASELINE PERFORMANCE LEVEL</b>	Over 95% satisfaction rate on school satisfaction survey Monthly meetings held for Kavod Parent Committee Hosted at least 10 events and encouraged parent involvement between school and individual classes, also hosted conference for parents twice during the year
<b>METHODS OF MEASUREMENT</b>	Parent surveys Attendance at events and meetings
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment	
B. The Academic Performance Index (API)	

<p>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</p> <p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</p>	
<b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirements. Implement CAASPP per school's growth plan with an initial expectation that a minimum of 70% of student will meet the proficient requirements and increasing up to an expectation that 80% of students will meet proficient requirements. A plan will be developed to raise the expectations as the school is able to analyze test results and make adjustments as necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention Purchase of materials needed to support students. Integrate technology into classes. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Begin the CAASPP assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
<b>MEASURABLE OUTCOME</b>	A minimum of 70% of student will meet the proficient requirements and increasing up to an expectation that 80% of students will meet proficient requirements A plan will be developed to raise the expectations as the school is able to analyze test results and make adjustments as necessary.
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable
<b>METHODS OF MEASUREMENT</b>	CAASPP Scores
<b>SUBPRIORITY B – API</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Development of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirement with the expectation that the Charter School will be ranked in deciles 4 to 10, statewide and similar schools, on the API or similar measure approved by the State Board of Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Begin the CAASPP assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
<b>MEASURABLE OUTCOME</b>	The Charter School will be ranked in deciles 4 to 10, statewide and similar schools, on the API or similar measure approved by the State Board of Education
<b>BASELINE PERFORMANCE LEVEL</b>	No applicable
<b>METHODS OF MEASUREMENT</b>	API results
<b>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable

<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners, with the goal that 80% will be at least intermediate on CELDT within 3 years upon entering Kavod.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Host Parent teacher meetings.
<b>MEASURABLE OUTCOME</b>	80% will be at least intermediate on CELDT within 3 years upon entering Kavod
<b>BASELINE PERFORMANCE LEVEL</b>	Not Available
<b>METHODS OF MEASUREMENT</b>	CELDT Scores
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners with the goal that 70% of students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Host Parent teacher meetings.
<b>MEASURABLE OUTCOME</b>	70% of students Reclassified within 4 years if entering Kavod in Kindergarten or first grade
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable
<b>METHODS OF MEASUREMENT</b>	Reclassification results
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable

<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Meet estimated Average Daily Attendance projections, with a minimum of 90% attendance rate, and lower tardiness rate if necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.
<b>MEASURABLE OUTCOME</b>	90% attendance rate
<b>BASELINE PERFORMANCE LEVEL</b>	Approximately 98%
<b>METHODS OF MEASUREMENT</b>	Students’ daily attendance and independent study time value and daily engagement accounting
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Meet estimated Average Daily Attendance projections and lower tardiness rate if necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students attendance.
<b>MEASURABLE OUTCOME</b>	90% attendance rate
<b>BASELINE PERFORMANCE LEVEL</b>	Approximately 98%
<b>METHODS OF MEASUREMENT</b>	Students’ daily attendance and independent study time value and daily engagement accounting
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE</b>	Not Applicable

<b>GOAL</b>	
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASELINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 5% of students will be suspended.
<b>ACTIONS TO ACHIEVE GOAL</b>	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
<b>MEASURABLE OUTCOME</b>	No more than 5% of students will be suspended
<b>BASELINE PERFORMANCE LEVEL</b>	0% Suspensions
<b>METHODS OF MEASUREMENT</b>	Number of Suspensions
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensuring a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 3% of students will be expelled.
<b>ACTIONS TO ACHIEVE GOAL</b>	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
<b>MEASURABLE OUTCOME</b>	No more than 3% of students will be expelled
<b>BASELINE PERFORMANCE LEVEL</b>	0% Expulsions
<b>METHODS OF MEASUREMENT</b>	Number of Expulsions
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Provide parent surveys and opportunities for parent feedback. Work collaboratively with the Kavod Parent Committee. Analyze the initial lesson plans developed for the character building framework. Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying.
<b>MEASURABLE OUTCOME</b>	80% satisfaction rate on surveys
<b>BASELINE PERFORMANCE LEVEL</b>	Over 95% satisfaction rate on surveys
<b>METHODS OF MEASUREMENT</b>	Parent and student surveys
<b>STATE PRIORITY #7— COURSE ACCESS</b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	



<p><i>“Broad course of study” includes the following, as applicable:</i>  <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)  <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure all pupils have access to, and are enrolled in, a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
<b>ACTIONS TO ACHIEVE GOAL</b>	As necessary revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year’s schedule. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
<b>MEASURABLE OUTCOME</b>	100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, PE, General Electives including visual and performing arts and technology and Hebrew
<b>BASELINE PERFORMANCE LEVEL</b>	100% of students are enrolled in Reading, Writing, Math, Science, Social Studies, PE, General Electives including visual and performing arts and technology and Hebrew
<b>METHODS OF MEASUREMENT</b>	Student course enrollment data
<p><b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>  <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will meet in class benchmark standards or have increased by one grade level.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of students will meet in class benchmark standards or have increased by one grade level
<b>BASELINE PERFORMANCE LEVEL</b>	100% of students achieved goal in year 1
<b>METHODS OF MEASUREMENT</b>	State Assessments, Curriculum Assessments, Standardized Assessments
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of General and Special Education Students will score 75% accuracy on final math assessment or increase from pre-assessment by 30%
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of General and Special Education Students will score 75% accuracy on final math assessment or increase from pre-assessment by 30%
<b>BASELINE PERFORMANCE LEVEL</b>	100% of students achieved goal in year 1
<b>METHODS OF MEASUREMENT</b>	State Assessments, Curriculum Assessments, Standardized Assessments
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.



<b>MEASURABLE OUTCOME</b>	80% of students will show 75% or greater understanding of the standards being covered
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable from year one – data to be accumulated beginning year 2
<b>METHODS OF MEASUREMENT</b>	Curriculum Assessments
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of students will show 75% or greater understanding of the standards being covered
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable from year one – data to be accumulated beginning year 2
<b>METHODS OF MEASUREMENT</b>	State Assessments, Curriculum Assessments
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of students will show 75% or greater understanding of the standards being covered
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable from year one – data to be accumulated beginning year 2
<b>METHODS OF MEASUREMENT</b>	Curriculum Assessments
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of students will show 75% or greater understanding of the standards being covered
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable from year one – data to be accumulated beginning year 2
<b>METHODS OF MEASUREMENT</b>	Curriculum Assessments
<b>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of students will show 75% or greater understanding of the standards being covered.
<b>ACTIONS TO ACHIEVE GOAL</b>	Purchase curriculum as needed to ensure standards alignment and student success. Provide Professional Development to Teaches/Faculty. Implement frequent student assessments to monitor student progress.
<b>MEASURABLE OUTCOME</b>	80% of students will show 75% or greater understanding of the standards being covered
<b>BASELINE PERFORMANCE LEVEL</b>	Not applicable from year one – data to be accumulated beginning year 2
<b>METHODS OF MEASUREMENT</b>	Curriculum Assessments
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE</b>	Not Applicable

<b>GOAL</b>	
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASLINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASLINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY J – CTE (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not Applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not Applicable
<b>MEASURABLE OUTCOME</b>	Not Applicable
<b>BASLINE PERFORMANCE LEVEL</b>	Not Applicable
<b>METHODS OF MEASUREMENT</b>	Not Applicable
<b>SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD - HEBREW</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>The school will attain the following grade-specific assessment results in this area:</p> <p>By the end of Kindergarten students will:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will perform at the Novice-Mid-Meet level in oral skills and Novice-Mid-Strong in listening.</li> <li>As measured by a Letter Recognition Assessment, 70% of students will be able to recognize all Hebrew letters in their print form.</li> </ul> <p>By the end of Grade 1 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-Mid-Strong level in oral and Novice-Mid-Meet in written skills.</li> <li>As measured by a Letter Recognition &amp; Writing Summative Assessment, 70% of students will be able to write all letters of the Hebrew alphabet in print.</li> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-High-Emergent level in Listening.</li> <li>As measured by a Summative Reading Assessment, 70% of students will be able to read at the Novice-Mid-Meet level.</li> </ul> <p>By the end of Grade 2 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Reading &amp; Writing Assessments, 70% of students will be able to perform at the Novice-High-Strong Levels in oral, and at the Novice-Mid-Meet Levels reading and writing skills.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will be able to perform at Intermediate-Low-Emergent in listening skills.</li> <li>As measured by a Summative Reading &amp; Writing Assessment, 70% of students will be able to perform Novice-High-Meet (Hebrew script is significantly different from print).</li> </ul> <p>By the end of Grade 3 students who have been enrolled at the school for at least two consecutive</p>

	<p>years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will function within the range of the Novice-High-Strong to Intermediate-Low levels in oral and at the Novice-High-Meet in writing skills.</li> <li>As measured by the Summative Reading Assessment, 70% of students will function within the range of the Novice-High-Meet to Novice-High-Strong levels in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function within the range of the Intermediate-Low-Emergent to Intermediate-Low-Meet in listening skills.</li> </ul> <p>By the end of Grade 4 students who have been enrolled at the school for at least three consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue function at the Intermediate-Low-Meet level in oral and at the Intermediate-Low-Emergent level in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Emergent level in reading.</li> <li>As measured by the OPI, 70% of students will function at the Intermediate-Low-Strong in listening skills.</li> </ul> <p>By the end of Grade 5 students who have been enrolled at the school for at least four consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue to function at the Intermediate-Low-Strong level in oral and Intermediate-Low-Meet in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Meet level in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function at the Intermediate-Mid-Emergent level in listening skills with some students moving towards intermediate-Emergent level.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Develop curriculum as needed to ensure student success.</p> <p>Provide Professional Development to Teachers/Faculty</p> <p>Implement frequent student assessments to monitor student progress</p>
<b>MEASURABLE OUTCOME</b>	<p>The school will attain the following grade-specific assessment results in this area:</p> <p>By the end of Kindergarten students will:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will perform at the Novice-Mid-Meet level in oral skills and Novice-Mid-Strong in listening.</li> <li>As measured by a Letter Recognition Assessment, 70% of students will be able to recognize all Hebrew letters in their print form.</li> </ul> <p>By the end of Grade 1 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-Mid-Strong level in oral and Novice-Mid-Meet in written skills.</li> <li>As measured by a Letter Recognition &amp; Writing Summative Assessment, 70% of students will be able to write all letters of the Hebrew alphabet in print.</li> <li>As measured by the OPI, 70% of students will be able to perform at the Novice-High-Emergent level in Listening.</li> <li>As measured by a Summative Reading Assessment, 70% of students will be able to read at the Novice-Mid-Meet level.</li> </ul> <p>By the end of Grade 2 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Reading &amp; Writing Assessments, 70% of students will be able to perform at the Novice-High-Strong Levels in oral, and at the Novice-Mid-Meet Levels reading and writing skills.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will be able to</li> </ul>

	<p>perform at Intermediate-Low-Emergent in listening skills.</p> <ul style="list-style-type: none"> <li>As measured by a Summative Reading &amp; Writing Assessment, 70% of students will be able to perform Novice-High-Meet (Hebrew script is significantly different from print).</li> </ul> <p>By the end of Grade 3 students who have been enrolled at the school for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will function within the range of the Novice-High-Strong to Intermediate-Low levels in oral and at the Novice-High-Meet in writing skills.</li> <li>As measured by the Summative Reading Assessment, 70% of students will function within the range of the Novice-High-Meet to Novice-High-Strong levels in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function within the range of the Intermediate-Low-Emergent to Intermediate-Low-Meet in listening skills.</li> </ul> <p>By the end of Grade 4 students who have been enrolled at the school for at least three consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue function at the Intermediate-Low-Meet level in oral and at the Intermediate-Low-Emergent level in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Emergent level in reading.</li> <li>As measured by the OPI, 70% of students will function at the Intermediate-Low-Strong in listening skills.</li> </ul> <p>By the end of Grade 5 students who have been enrolled at the school for at least four consecutive years:</p> <ul style="list-style-type: none"> <li>As measured by both OPI and Summative Writing Assessments, 70% of students will continue to function at the Intermediate-Low-Strong level in oral and Intermediate-Low-Meet in writing skills.</li> <li>As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Meet level in reading.</li> <li>As measured by a Summative Listening Comprehension, 70% of students will function at the Intermediate-Mid-Emergent level in listening skills with some students moving towards intermediate-Emergent level.</li> </ul>
<b>BASELINE PERFORMANCE LEVEL</b>	100% of students met school goals in year 1
<b>METHODS OF MEASUREMENT</b>	OPI assessments

# ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS

Kavod Elementary students, at all grade levels and in all subject areas, strive for and demonstrate mastery of the CCSS in addition to school-specific subject area standards. The school assesses skill and knowledge outcomes through a combination of state standardized testing, well established evidence-based assessments that are commercially available, and internally developed assessments that address both state standards and key elements of the San Diego Hebrew Language mission (described in ELEMENT 3).

## **English Language Arts**

Kavod Elementary students will demonstrate proficiency in the California Common Core State Standards for English Language Arts based on the following criteria:

Students will show progress in reading as demonstrated by their performance on the Fountas & Pinnell Benchmark Assessments (F & P) administered every at least 3 times a year, or based on student and/or class need. Once administered, the F & P system provides information to:

- Determine three reading levels for each student: Benchmark Independent, Benchmark Instructional, and Recommended Placement
- Group students for reading instruction
- Select texts that will be productive for a student's instruction
- Identify students who need intervention and extra help

It is Kavod Elementary's goals that in reading 80% of students will meet grade-level benchmark standards as determined by the F&P system, which is aligned to the common core standards, or have increased by one grade level.

In writing:

- Essential skills associated with key ideas and details, craft and structure, and the integration of knowledge and ideas in all areas of the Reading Standards, including those addressing both Literature, Informational Text;
- Foundational Skills as outlined in the Standards from initial concepts of print and phonological awareness to phonics, word recognition, and fluency;
- Proficiency in all areas of the Writing Standards, including Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and (beginning in grade 2) a high level of skill across the range of different types of writing and writing tasks;
- All areas of the Speaking and Listening Standards;
- Language Standards, including conventions of Standard English, vocabulary and usage, and a knowledge of language that enables them to communicate clearly in both conversation and writing.

It is Kavod Elementary's goal that in writing 80% of the students will make grade-level benchmark or make one year's growth based on the TCRWP.

## **Mathematics**

Kavod Elementary students will demonstrate proficiency in the understanding and application of mathematical skills and concepts as measured curriculum assessments and the CAASPP, Math. They will demonstrate through their work the eight essential mathematical practices identified in the California Common Core Content Standards for Mathematics and show proficiency in the five key content areas including:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations
- Geometry

Unit tests from adopted curriculum will also measure progress and provide data to inform the instructional program. Kavod Elementary's goal is that 80% of General and Special Education Students will score 75% accuracy on final math assessment or increase from pre-assessment by 30%.

## **Science**

Kavod Elementary students will demonstrate proficiency in all areas of the Next Generation Science Standards, including:

- Physical Sciences
- Life Sciences
- Earth Sciences
- Investigation and Experimentation

Achievement will be measured by the California adopted program assessments, internal assessments, and in fifth grade by the CST Science test.

Kavod Elementary's goal is that 80% of students will show 75% or greater understanding of the standards being covered.

## **Social Studies**

Kavod Elementary students will demonstrate proficiency relevant to History and the Social Sciences as measured by both internal assessments and the California adopted program assessments.

The program is aligned with the California History-Social Science Content Standards, focusing on both the intellectual skills and content specified in the standards. Students will demonstrate the skills of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation as they address the content themes of Learning and Working Now and Long Ago, A Child's Place in Time and Space, People Who Make a Difference, Continuity and Change, and so on.

In addition to the standard content—and in support of the Modern Hebrew language acquisition approach—students will demonstrate their growing knowledge of the culture and history of Israel and its immigrant communities. For example, in Kindergarten, students will demonstrate their knowledge of Israel related to Standard K.2 (Students recognize national and state symbols and icons...); Standard K.4 (Students compare and contrast the locations of people, places, and environments and describe their characteristics.); and Standard K.6 (Students understand that history relates to events, people, and places of other times.).

Kavod Elementary's goal is that 80% of students will show 75% or greater understanding of the standards being covered.

## **Modern Hebrew**

Kavod Elementary students will demonstrate steady progress in the acquisition of speaking, listening, reading and writing skills in Modern Hebrew as measured in accordance with the ACTFL Guidelines for these four language skills.

Students will demonstrate their growing oral competency through oral proficiency interviews that employ the ACTFL Rating Scale, which distinguishes major ranges and sublevels of language proficiency.

Assessments will also be aligned with the World Language Content Standards for California Public Schools and will demonstrate grade-appropriate growth in Stages I – IV of all areas— Content, Communications, Cultures, Structures, and Settings.

Students will demonstrate their growing proficiency both during explicit Hebrew instruction, as well as during other academic and non-academic activities. For example, the incorporation of the CHIIC into the History-Social Science curriculum will provide an opportunity for students to demonstrate their growing language ability in the context of learning history concepts and content.

Students will also demonstrate their growing proficiency by using Hebrew during transitional periods, such as lunch and recess.

## **STUDENT ACHIEVEMENT TARGETS**

Kavod Elementary will meet or exceed both government benchmarks for achievement and the School's own high academic standards.

As expected Education Code Section 47607(b), Kavod Elementary will meet one of the following after operational for a minimum of four years:

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

## **Hebrew Measurable Student Outcomes**

Given its commitment to Modern Hebrew language acquisition, Kavod Elementary will implement assessments that are aligned with the proficiency approach and World Language Standards and establish clear benchmarks for student outcomes.

Several measures will be available to address the needs of students who join the school after grades K or 1—and who, thus, may require additional support to catch up with the program. These interventions are based on student needs and might include daily academic Hebrew intervention scheduled into the school program;

Several assessments will be employed:

- OPI (Oral Proficiency Interview)— Administered at the end of Kindergarten – 5<sup>th</sup> Grade
- Summative Listening Assessment - )— Administered at the end of Kindergarten – 5<sup>th</sup> Grade
- Letter Recognition and Writing, Reading and Writing Summative Assessments (K-5). Curricular Unit Assessments in all four language skills (Listening, Speaking, Reading & Writing (K-5).

The school will attain the following grade-specific assessment results in this area:

By the end of Kindergarten students will:

- As measured by the OPI, 70% of students will perform at the Novice-Mid-Meet level in oral skills and Novice-Mid-Strong in listening.
- As measured by a Letter Recognition Assessment, 70% of students will be able to recognize all Hebrew letters in their print form.

By the end of Grade 1 students who have been enrolled at the school for at least two consecutive years:

- As measured by the OPI, 70% of students will be able to perform at the Novice-Mid-Strong level in oral and Novice-Mid-Meet in written skills.
- As measured by a Letter Recognition & Writing Summative Assessment, 70% of students will be able to write all letters of the Hebrew alphabet in print.
- As measured by the OPI, 70% of students will be able to perform at the Novice-High-Emergent level in Listening.
- As measured by a Summative Reading Assessment, 70% of students will be able to read at the Novice-Mid-Meet level.

By the end of Grade 2 students who have been enrolled at the school for at least two consecutive years:

- As measured by both OPI and Summative Reading & Writing Assessments, 70% of students will be able to perform at the Novice-High-Strong Levels in oral, and at the Novice-Mid-Meet Levels reading and writing skills.
- As measured by a Summative Listening Comprehension, 70% of students will be able to perform at Intermediate-Low-Emergent in listening skills.
- As measured by a Summative Reading & Writing Assessment, 70% of students will be able to perform Novice-High-Meet (Hebrew script is significantly different from print).

By the end of Grade 3 students who have been enrolled at the school for at least two consecutive years:

- As measured by both OPI and Summative Writing Assessments, 70% of students will function within the range of the Novice-High-Strong to Intermediate-Low levels in oral and at the Novice-High-Meet in writing skills.
- As measured by the Summative Reading Assessment, 70% of students will function within the range of the Novice-High-Meet to Novice-High-Strong levels in reading.
- As measured by a Summative Listening Comprehension, 70% of students will function within the range of the Intermediate-Low-Emergent to Intermediate-Low-Meet in listening skills.

By the end of Grade 4 students who have been enrolled at the school for at least three consecutive years:

- As measured by both OPI and Summative Writing Assessments, 70% of students will continue function at the Intermediate-Low-Meet level in oral and at the Intermediate-Low-Emergent level in writing skills.
- As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Emergent level in reading.



- As measured by the OPI, 70% of students will function at the Intermediate-Low-Strong in listening skills.

By the end of Grade 5 students who have been enrolled at the school for at least four consecutive years:

- As measured by both OPI and Summative Writing Assessments, 70% of students will continue to function at the Intermediate-Low-Strong level in oral and Intermediate-Low-Meet in writing skills.
- As measured by Summative Reading Assessments, 70% of students will continue to function at the Intermediate-Low-Meet level in reading.
- As measured by a Summative Listening Comprehension, 70% of students will function at the Intermediate-Mid-Emergent level in listening skills with some students moving towards intermediate-Emergent level.

## KAVOD ELEMENTARY STUDENT ASSESSMENT DATA

100% of our students met the school-wide goals set forth in our charter.

In Reading, Writing and Math the school goal is that 80% of students will meet grade level benchmark (as determined by CCSS standards) or make the equivalent of 1 year growth.

Table 13: Reading/Writing/Math Assessment Data 2013-2014

	Total Students	Number of Students Met Benchmark Goals	Number of Students Met Growth Goals	Number of Students Did Not Make Growth Goals	Percent of students who met benchmark or growth goals (school goal is 80% minimum)	School Goal Met
K Reading	25	19	5	1	96%	yes
K Writing	25	21	2	2	92%	yes
K Math	25	20	3	2	92%	yes
1st Reading	18	12	6		100%	yes
1st Writing	18	14	3	1	94%	yes
1st Math	18	16	2		100%	yes
2nd Reading	14	12	2		100%	yes
2nd Writing	14	10	2	2	85%	yes
2nd Math	14	13		1	92%	yes

Kavod Elementary does not yet have an API score since we opened in 2013 with grades K-2. In addition, we do not have qualifying standardized assessment data as, in order to maintain fiscal stability, we did not have student computers on campus until May and were unable to implement the computerized assessment to track progress throughout the year. We did attempt to implement the NWEA MAP program in May, which we are currently planning on using as our additional data sources, however the students' first experience with technology in the classroom was on the day of testing. Beginning in 2014, we will implement regularly scheduled technology time and practice assessments to ensure our students' testing accurately represents their knowledge. Our intention is to continually use MAP, as recommended by California Charter School Association, to help us monitor student progress. "Measure of Academic Progress (MAP) is an adaptive assessment designed to measure and track student growth over time. The MAP "management" system

allows for teachers and leaders to view and manipulate student data to help inform instructional decisions at the class level, school level and district level.” ([www.nwea.org/](http://www.nwea.org/))

In Hebrew the school goal is that 70% of students will perform at the Novice-Mid-Meet level in oral skills and Novice-Mid-Strong in listening and as measured by a Letter Recognition Assessment, 70% of students will be able to recognize all Hebrew letters in their print form

Table 14: 2013-2014 Hebrew Assessment Results

	Total Students	Number of Students who Met Benchmark Goals	Percent of Students who Met Benchmark Goals	Number of Students who Did Not Make Goals	Percent of Students who Did Not Make Benchmark Goals	School Goals Met
speaking was NL+	57	45	79%	12	21%	yes
Listening was NM-	57	49	86%	8	14%	yes
Reading was NL -	57	52	91%	5	9%	yes
Writing was NL-	57	55	96%	2	4%	yes

## ACCOUNTABILITY FOR STUDENT PROGRESS

Ultimate accountability for student progress falls to the Director of the school; however, there are specific individual roles for the Curriculum Coordinator and classroom teachers that will ensure that instruction and assessment are well aligned and instructional staff is focused on their students’ progress.

The Curriculum Coordinator and Director review teacher-developed tests and other classroom-based tools used to measure students’ mastery of covered material to ensure that they are rigorous and aligned to the learning standards.

Teachers are responsible for utilizing assessment data that indicates student progress on an ongoing basis and adjusting their instruction and planning based on these assessment results. Teacher evaluations incorporate assessment data that indicates levels of student growth and achievement in their classroom.

### ASSESSMENT SCHEDULE

The overarching schedule for assessments is described in Table 53. List of Assessments and When Administered, provided in ELEMENT 3, METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED.

## Element 3 – Methods by Which Student Outcomes will be Measured

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”*

*Ed. Code § 47605 (b)(5)(C)*

Kavod Elementary affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

### METHODS FOR ASSESSING STUDENT OUTCOMES

*Per state priorities 4 and 8 Kavod Elementary uses data to measure student success and modify according to performance on standardized tests, score on Academic Performance Index, share of English learners that become English proficient, English learner reclassification rate and pupil outcomes in the subject areas described in Education Code section 51210. Kavod Elementary employs formative, interim, and summative assessments to closely track student progress in all subject areas and to drive instruction. These assessments include state-mandated tests, commercially available norm-referenced and benchmark assessments, and internally developed formative, interim, and summative assessments that are consistent with the school’s instructional design and mission.*

Kavod Elementary administers all mandated California State assessments as required by law. Kavod Elementary also administers school driven assessments including a standardized assessment, teacher generated assessments, and assessments obtained from the research-based published adopted curriculum, as well as an assessment series measuring Hebrew acquisition by its students. Specifically, Kavod Elementary administers the following assessments to the following grades of students:

- The initial California English Language Development Test (all grades to new students identified as potential ELs by the Home Language Survey) to determine English proficiency within 30 calendar days after they enroll if Kavod Elementary is their first enrollment in a California public school or if their CELDT record is not available from their previous California public school
- The annual CELDT to identify ELs during the annual assessment window until they are designated Reclassified English Proficient (RFEP)
- The California English Language Development Test (all grades to new students identified as potential ELs by the Home Language Survey) to determine English proficiency.
- The CAASPP for 3 grade – 5th grade.
- The California Modified Assessment or California Alternate Performance Assessment (only if determined by the student’s IEP and meets testing requirements)
- Standards-based Tests in Spanish (as needed)
- The Fountas & Pinnell Benchmark Assessment System
- The Curriculum Assessments
- Kindergarten and Grade 1 (may be replaced by OPI for Grade 1 depending on the level of student).
- OPI (Oral Proficiency Interview)—Administered at the end of Kindergarten-5
- Letter Recognition & Writing, Reading and Writing Summative Assessments (K-5).
- Curricular Unit Assessments in all four language skills (Listening, Speaking, Reading & Writing (K-5).
- California Fitness Test (CFT) for appropriate grade levels

The purpose of each assessment is described below.

## STANDARDIZED ASSESSMENT READING AND MATH

Kavod Elementary will implement a standardized assessment system such as NWEA MAP. Kavod Elementary will choose a nationally-normed standardized achievement test in reading and math that provides information for national and school-to-school comparisons, as well as year-to-year growth information for each student. It will be administered in, at minimum, grades 1 through 5 upon enrollment in the School and then every spring. The results will be used to identify areas of weakness for the purpose of developing academic interventions and to measure growth over time. Due to their age, kindergarten students will be assessed on the standardized program based on the teacher's discretion.

### **Fountas & Pinnell Benchmark Assessment System**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool allows teachers, literacy specialists and others to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels. In fact, there is a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark Assessment System 1 fiction and nonfiction books and the accuracy rates of the texts used for assessments in Reading Recovery (convergent validity) with correlations of .94 (fiction) and .93 (nonfiction). This is an important finding because the Reading Recovery Text Level Assessment, like the Fountas & Pinnell Benchmark Assessment System, assesses decoding, fluency, vocabulary and comprehension. Further, Reading Recovery was recognized by the U.S. Department of Education as an effective and scientifically based reading program. These reinforce the validity of the Fountas & Pinnell Benchmark Assessment System.

### **California English Language Development Test**

To assess potential English Learners identified through a Home Language Survey, Kavod Elementary utilizes the CELDT upon student entry unless their CELDT record is available from their previous California public school, and then annually as required. This enables the school to assess both the placement and the progress of English learners.

Additionally, as required by Section 3302 of Title III of the ESEA (20 United States Code Section 7012), if Kavod Elementary receives Title III funds, the school will, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Students who achieve the State "English Proficient" standard (i.e., an overall score of "early advanced" or "advanced" with no score below "intermediate" in listening/speaking \*grade K and up] and reading/writing [grades 2 and up] will be considered for RFEP according to criteria determined by the Kavod Elementary Board that will include CAASPP performance in ELA, teacher evaluations, and parent consultation.

### **CAASPP**

Kavod Elementary's assessment and evaluation program will support each student with the knowledge and skills necessary to score proficient or advanced on the mandatory CAASPP.

Where appropriate, students also have access to the California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and Standards-based Tests in Spanish (STS). A student's participation in the CMA or CAPA is determined by the child study team utilizing guidelines provided by the California State Department of Education<sup>24</sup> and consistent with Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged. Their participation in the STS will be determined by measured levels of English proficiency in accordance with State guidelines.

### **California Fitness Test**

The primary goal of the California Fitness Test is to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.

An employee of Kavod Elementary (not a parent) will administer the California Fitness Test to students in the fifth grade each year in the testing window of February through May. The test includes measures in the following six required categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

## CONTENT-SPECIFIC ASSESSMENTS AND SCHEDULE

### **ASSESSMENT IN ENGLISH LANGUAGE ARTS**

Teachers administer the Fountas & Pinnell Benchmark Assessment System in four to six- week cycles. They collaborate to analyze results focusing on the cueing systems a student is and isn't using. They also focus on the "word work" necessary to additionally support a student's reading progress. These analyses enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and "word work" the assessments have identified. Teachers form their guided reading and guided writing groupings based upon these analyses as well. Students are grouped by need rather than by reading level.

Reading conferences are an assessment that will occur daily. During this interaction of a teacher with a single student, teachers:

- Listen to a student read aloud to determine accuracy and fluency
- Ask questions regarding what the student is reading to determine comprehension
- Demonstrate the strategies of good readers, such as self-monitoring by a look-back strategy
- Explain the value of using such readers' strategies regularly
- Reinforce direct instruction done in the whole-class setting by repeating a point
- Converse with the student about any problems they have noticed or the student has identified
- Make recommendations regarding things the student might enjoy or benefit from reading or writing
- Discuss reading habits
- Strategize with the student about what needs to happen next
- Evaluate the student's reading accuracy by taking a running record
- Teachers will enter data from these conferences into a conference binder (see below). This binder will contain pages for each student in the class and it will be a record keeping system of the conferences. The pages will note what was discussed, the strategy modeled/taught and goals the conference set for the student.

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<sup>24</sup> <http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>

Table 15. Conference Binder

Date:	Book:	Level:	Page:
What we talked about	Strategy taught by teacher		What student will work on

Professional development regarding the architecture of a conference as well as administration and analysis of the Fountas & Pinnell Benchmark Assessment System is scheduled. The supports for these assessments is ongoing throughout the school year.

In addition to conference records, the binders allow teachers to record baseline assessment data, student vocabulary lists, assessment of on-demand writing, and other assessment results.

## ASSESSMENT IN MATHEMATICS

Frequent monitoring gives students valuable feedback and course corrections, while giving teachers information about students that will guide their instruction. Timely intervention helps focus the instructional process.

Table 16. MATH Instructional Design

At the start of the year:
• Placement Test
• Diagnostic Test
At the start of a topic:
• Review What You Know
During a lesson:
• Do you understand?
• Prevent misconceptions
• Error Intervention (If...Then...)
• Re-teaching Set (if necessary)
• Quick Check
At the end of a topic:
• Topic Test
Every four topics:
• Cumulative Test
• Benchmark Test
End of year:
• Cumulative Test
• Practice Test

Topics and subtopics are noted and teachers group students based upon the assessment results for additional interventions lessons as needed.

## ASSESSMENT IN SOCIAL STUDIES

Kavod Elementary uses a California State adopted social studies. In addition, teachers use program assessments (benchmark and cumulative), recommended interventions and supplementary materials (ELs/Academically High Achieving Students/Academically Low Achieving Students) as determined by the program and assessment outcomes.

Embedded in the social studies program is the CHIC curriculum and service learning. For leadership building every student participates in at least two service learning projects a year, as measured by self-reflections, sign-in sheets and project goals, such as fundraising amount. The CHIC curriculum is project based, as is service learning. Students have portfolios and assessment which are rubric-based. The social studies curriculum provides the vehicle by which Kavod Elementary can address two important and unique aspects of its academic program—its exploration of the CHIC in the context of both American and world history. Kavod Elementary understands that social studies is the integrated study of history, geography, economics, government and civics. But most importantly it is the study of humanity, of all people and events that have affected the world. Kavod Elementary feels that American students should not only become knowledgeable about U.S. History and the fundamental concepts of our democracy, but should also be knowledgeable about Middle Eastern, Asian, African, European, and Latin American history.

Kavod Elementary students explore the culture and history of a particular cultural minority to assert, value, understand and appreciate all cultures.

## ASSESSMENT IN SCIENCE

Kavod Elementary uses a California State adopted science. In addition, teachers will use program assessments (benchmark and cumulative), recommended interventions and supplementary materials (ELs/Academically High Achieving Students/ Academically Low Achieving Students) as determined by the program and assessment outcomes.

Additionally, there are “hands-on” questions where students perform tasks and then draw conclusions to answer questions. This process is reinforced throughout the unit of study and teachers are assessing student learning throughout the unit of study, and to promote the use of higher learning thinking skills. Interventions are made real-time to focus the instruction based upon student need.

## ASSESSMENT IN MODERN HEBREW

At the core of the proficiency approach to Modern Hebrew language acquisition is assessment. The approach distinguishes between two types of assessment:

- Assessment for achievement
- Assessment for proficiency

Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills (reading, writing, listening, and speaking), and it pertains to the specific topics and content, including vocabulary, expressions, sentence structures, communicative tasks, cultural and universal information, that were studied in each thematic unit.

Proficiency is assessed on an ongoing (daily) basis, and at the end of the year as a summative assessment. The daily lesson plan is designed to enable students to demonstrate their proficiency in the language, which is their capacity to take what they have learned and apply it in a new situation.

The following are the oral and written assessment tools that will be used to measure proficiency in Modern Hebrew:

- ELLOPA (Early Language Learning Oral Proficiency Assessment)—Administered at the end of Kindergarten and Grade 1 (may be replaced by OPI for Grade 1 depending on the level of student).
- OPI (Oral Proficiency Interview)—Administered at the end of Grades K-5
- Letter Recognition & Writing, Reading and Writing Summative Assessments (K-5).
- Curricular Unit Assessments in all four language skills (Listening, Speaking, Reading & Writing (K-5).

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

The most prevalent type of assessment which is formative in nature focuses on student progress on both a weekly and daily basis. This assessment determines the learning and lesson goals for the upcoming immediate period of time. This type of assessment occurs daily through interactions with students in all four of the language skills (reading, writing, listening and speaking). The Curriculum Coordinator, through classroom observations and meetings, helps teachers to recognize student levels and adjust learning goals accordingly.

In addition to this type of daily assessment, students undergo summative assessments of material learned following each curricular unit of study. Depending on the grade level, the number of units per school year is between four longer units and six shorter units with more units occurring in the younger grades. These evaluations primarily assess student achievement but also seek to measure the student's capacity to use the material learned in multiple situations.

End-of-year assessments in Hebrew are administered in the fall and spring. Depending on grade level and proficiency determines assessment type. Oral Proficiency Interview (OPI); Assessors are trained and certified by the American Council on the Teaching of Foreign Languages (ACTFL). The interview process enables the assessor to determine the precise proficiency level of the student based on the ACTFL guidelines.<sup>25</sup> These results are tracked from year to year.

These assessments based on ACTFL guidelines will also be aligned to California's World Language Content Standards to ensure that the school is addressing these requirements.

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<sup>25</sup> According to the American Council on the Teaching of Foreign Languages (ACTFL Proficiency Guidelines C Speaking Revised 1999), the ACTFL Proficiency Guidelines C Speaking (1986) have gained widespread application as a metric against which to measure learner's functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. The guidelines provide highly stratified and highly defined levels of proficiency starting with lowest level Novice Low (having no real functional ability, and because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange).



## STATE ASSESSMENT PLAN SCHEDULE

The following table summarizes the various assessments described above and provides a general schedule for administration.

Table 17: List of Assessments and When Administered

Name of Assessment	Purpose	Grades Administered	When Administered
CAASPP - ELA (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	3-5	Spring
CAASPP – Math (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	3-5	Spring
California State CST – Science (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in content and reading and writing strategies (document based questions) in Science	5	Spring
California English Language Development Test (CELDT)	Required state test for English language proficiency that must be given to students whose primary language is other than English. The CELDT purpose: Identify students with limited English proficiency. Determine the level of English language proficiency of those students. Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English.	K-5	CELDT will be given to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT annually to identify ELs until they are RFEP during the annual assessment window. <sup>42</sup>
California Physical Fitness Test	To help students start life- long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.	5	During the February- May window
MAP or Standardized Testing (Reading and Math in English)	Estimate the general developmental level of students; identify each student's areas of strength/weaknesses in subject areas and achievement information to monitor year-to-year developmental changes.	1-5	Monitors progress 2-3 times a year, at least at beginning and end of the year and when necessary mid year.

Fountas & Pinnell Benchmark Assessment - English	To determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement To group students for reading instruction To plan efficient and effective instruction (purposeful) To identify students who need intervention and help to document student progress across a school year	K-5	Beginning October for K-2; for all other grades beginning September in 4-6 week cycles.
OPI1 (Oral Proficiency Interview) Hebrew	To allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on the ACTFL guidelines.	k-5	Late Spring
Letter Recognition & Letter Writing Summative Assessment - Hebrew	To determine if students have mastered the ability to recognize and write Hebrew letters, both in their print and script forms.	K-2	June
Written Summative Assessment - Hebrew	To determine the development level of students' Hebrew written skills based on ACTFL guidelines; identify each student's areas of strength/weaknesses and achievement information.	2-5	Late Spring
Reading Summative Assessment - Hebrew	To determine the development level of students' Hebrew reading skills based on ACTFL guidelines; identify each student's areas of strength/weaknesses and achievement.	2-5	End of unit and end of year
Curricular Unit Assessment English	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	K-5	K-6, Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of the programs.
Teacher & Hebrew Instructor Generated Assessment	Teacher-developed assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	K-5	Daily, weekly or at end of units and term as determined by the teacher.
Written Reflections, sign-in sheets, and projects goals measured.	To measure Service-learning outcomes, every student will participate in at least one service learning project a year to develop leadership abilities.	K-5	ongoing

Note: The ELLOPA is developed by the Center for Applied Linguistics and are aligned with ACTFL guidelines for foreign language proficiency in all language domains. OPI is designed by ACTFL.

## USE OF ASSESSMENT DATA

Kavod Elementary uses a data-driven culture where student assessment results, gathered from a variety of assessments, drives decisions to support student achievement and professional development. Kavod Elementary's instructional methodology, the workshop model and the proficiency approach, supported by our co-teaching and language integration model, allows our school to:

- meet our mission of producing students with a strong academic foundation;
- meeting or exceeding state performance standards;
- develop a high degree of Modern Hebrew language proficiency.

Both the workshop model and the proficiency approach are grounded in ongoing student assessment. They allow teachers to individualize instruction to the needs of individual learners. For instance in ELA, teachers administer the Fountas & Pinnell Benchmark Assessment System every four to six-weeks. They collaborate to analyze results focusing on the cueing systems a student is or is not using. They also focus on the “word work” necessary to additionally support a student's reading progress. These analyses enable teachers to set individual student goals. Teachers form their guided reading and guided writing groupings based upon these analyses as well.

Students are grouped by need rather than by level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process.

The system of ongoing formative assessments tracks the learning of state benchmarks, performance indicators and key ideas in the months and years leading up to the California State Tests. These assessments allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on the California tests and beyond.

The standardized test in use, Fountas & Pinnell Benchmark Assessment System, and the California mandated assessment, are research-based, reliable and valid measures of student performance and achievement. Supporting these measures are unit tests based on specific curricula and texts in each subject area.

Teacher-generated tests can also be used to supplement assessment for specific areas of the curriculum. Grade level teachers collaborate and create tests based upon the goals for each of the units of study during the embedded professional development time (see daily schedule and school calendar). Item analyses is conducted to determine necessary re-teaching. Formative assessments deliver information during the instructional process before the summative assessment and are a critical component of the school's use of data to drive instruction. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment for learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.

For Hebrew language instruction, assessment is at the core of the proficiency approach to Hebrew language acquisition. The approach distinguishes between two types of assessment: assessment for achievement and assessment for proficiency. Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills. Proficiency is assessed on an ongoing basis. The daily lesson plan is designed to

enable students to demonstrate their proficiency in the language by their capacity to take what they have learned and apply it in a wholly new situation. This assessment determines the learning and lesson goals for the upcoming immediate period of time. Pursuant to this framework, the first task of the professional development process is to train teachers to recognize where, at any given moment, a student is in terms of the proficiency levels. Teachers are then able to recognize student needs and adjust learning goals accordingly. The Curriculum Coordinator, through classroom observations and meetings, helps teachers to recognize student levels and adjust learning goals accordingly.

In addition to this type of daily assessment, students undergo summative assessments of material learned following each curricular unit of study. Depending on the grade level, the number of units per school year is between two and six units with more units occurring in the younger grades. These evaluations primarily assess student achievement, but also seek to measure the student's capacity to use the material learned in multiple situations.

Finally, at the end of each school year beginning in kindergarten, students undergo a major proficiency assessment entitled the Oral Proficiency Interview (OPI); Assessors must be certified by the ACTFL and the Center for Applied Linguistics.

Assessment results are tracked from year to year. An analysis of the results for a given student, class, or grade level will enable school leadership to determine where the problems lie. Teachers create assessment binders to house all assessments. The results of these assessments are entered throughout the year on "Monitoring for Results" sheets. Student progress is then tracked throughout the year. Upon graduating to the next grade these results are shared through class reorganization meetings.

Alternatively, an analysis of particularly positive data will enable leadership to understand what occurred instructionally and/or within the curriculum that resulted in expectations being exceeded. It is important to note that OPI is video-taped and transcribed to enable careful discourse analysis of the students' speech sample during the interview. Professional development for Hebrew instructors, prior to the start of the year and ongoing throughout the year, focuses heavily on assessment design for listening, reading and writing.

A key element of Kavod Elementary's educational program is the use of assessment data to identify student needs and tailor instruction to address them. Kavod Elementary's comprehensive assessment program includes a variety of tools, such as standardized and teacher made assessments, and teacher observations of students' performances. Overall, the Curriculum Coordinator and the Director review teacher-developed tests and other classroom-based tools used to measure students' mastery of covered material to ensure that they are rigorous and aligned to the learning standards. Part of the school's professional development for teachers focuses on creating teacher-developed assessments aligned to state standards and a reliable grading rubric to ensure scoring of those assessments provides an objective and accurate measure of students' progress towards mastery of standards.

Kavod Elementary's assessment program provides the data to determine student achievement by individual student or aggregated by class, grade and school. Analysis of student data includes the disaggregation of data into such categories as gender, special needs, free and reduced lunch status and race, and provides information about Kavod Elementary's degree of success not only in the aggregate but also with respect to the disaggregated categories.

Based on this information, Kavod Elementary's teachers are expected to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement that are revealed through this analysis will be addressed in the teacher's professional development plan. Consultations will occur

between the teacher and administration regarding improvement of teacher pedagogy. Kavod Elementary's commitment to using data to drive instruction is further demonstrated by its inclusion of "effectiveness of use of student assessment data" as a criterion in teacher evaluation.

Teacher planning is informed by assessment results. Teachers also practice a diagnostic/prescriptive approach to instruction that incorporates a high degree of individualization of instruction, which is facilitated through the workshop model.

### **How Assessment Data is Communicated to Parents/Guardians**

Ongoing communication regarding student performance is an essential element of the Kavod Elementary program. In addition to regular report cards that summarize student progress, parents, teachers, and students meet for conferences throughout the year to discuss student growth, both academically and non-academically. The school provides interim progress reports, in between reports cards, to notify parents of any difficulties their students are facing. These reports are an invitation to a further dialogue between parents and teachers.

The significance of a particular assessment result is not always readily apparent, so informal communication directly between parents and teachers is encouraged.

Parents will be notified when School Accountability Report Card (SARC) is made available as required by State law and will ensure all parents have access to a copy.<sup>26</sup> SARC will contain the school's mission, goals, and accomplishments and report on its progress in achieving those goals. In addition, State law requires that SARC contain all of the following:

- Demographic data
- School safety and climate for learning information Academic data
- School completion rates Class sizes
- Teacher and staff information Curriculum and instruction descriptions Postsecondary preparation information Fiscal and expenditure data

## **KAVOD ELEMENTARY GRADING POLICY**

Kavod Elementary believes that clear, comprehensive feedback is essential for student growth and achievement—and to keep parents well informed about their children's growth. Grades at Kavod Elementary are an accurate indication of a student's demonstrated level of skills, knowledge, and actual performance, based on assessments that are aligned with the Kavod Elementary charter and state standards. All grades are supported by both quantitative and qualitative assessment data.

Grade formats are appropriate to the grade level—the goal is that they be intelligible to both students and their parents.

When a student's work and grades indicate a need for additional support or remediation, the school develops a plan of action to address the necessary steps, including additional in-class support or after-school tutoring.

As a public school, Kavod Elementary is committed to serving all children, and to meeting the needs of all its students to ensure their success. Struggling students receive the best support our resources allow.

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<sup>26</sup> <http://www.cde.ca.gov/ta/ac/sa/>

# ELEMENT 4 - Governance

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

## **Non Profit Public Benefit Corporation**

Kavod Elementary will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

Kavod Elementary will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Kavod Elementary. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Kavod Elementary, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Kavod Elementary as long as the District has complied with all oversight responsibilities required by law.

Attached, please find:

Appendix C: Articles of Incorporation

Appendix D: Corporate Bylaws

Appendix E Conflict of Interest Code

## GOVERNANCE STRUCTURE & DECISION-MAKING PROCESS

As provided for in the California Corporations Code, a Board of Directors will govern Kavod Elementary. The Board members have a legal fiduciary responsibility for the operation of Kavod Elementary.

The Board hires a Director who is responsible, under the authority of and with oversight by the Board, for implementation of the school’s academic programs and for the operational management of the school. The Director will report directly to the Board.

## MAINTAINING ACTIVE AND EFFECTIVE CONTROL OF KAVOD ELEMENTARY

The Board uses data to ensure objectivity when looking at school performance. The Board established a data-driven process for evaluating the Director to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically.

The use of data by the Board helps improve the quality of its decisions. The Director prepares reports and/or makes Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, and relevant personnel-related data such as daily teacher attendance rates and teacher certification rates. As described in Element 1, The Educational Program, Kavod Elementary uses the OnCourse Student Information System, provided by HCSC to its Network schools, to store and manage data. Through HCSC, Kavod Elementary will be able to compare student achievement data at Kavod Elementary to student achievement data at other HCSC network schools across the nation.

The Board uses data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of Kavod Elementary's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Director, instructional staff and other administrators, as well as the Board itself, accountable for results; (7) "de-personalize" decisions; and (8) make informed budget decisions.

## BOARD DUTIES AND RESPONSIBILITIES

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect Kavod Elementary. The Board is fully responsible for the operation and fiscal affairs of Kavod Elementary. The Board's responsibilities include, but are not limited to, the following:

- overseeing implementation of Kavod Elementary's mission and vision;
- setting strategic direction;
- hiring, firing, overseeing, evaluating, and supporting the Director;
- adopting policies to ensure that Kavod Elementary is run effectively, legally, and ethically, including establishing fiscal controls for purchasing, expenditures, checkbook reconciliation, etc.;
- adopting policies and approving other documents as required by state or federal law, especially pertaining to categorical funds;
- approving and monitoring the implementation of the fiscal, legal, student achievement and governmental functions of Kavod Elementary;
- approving and monitoring Kavod Elementary's annual budget and budget revisions.
- monitoring Kavod Elementary's operational budget and finances for long-term
- viability;
- ensuring that adequate funds are secured for the operating and capital needs of Kavod Elementary, including raising funds;
- increasing public awareness of Kavod Elementary in the community and bringing the views of the community to Kavod Elementary;
- ensuring compliance with the Brown Act and other laws applicable to a California public charter school;
- selecting and contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- receiving the annual performance report and annual independent fiscal audit and directing their transmittal to entities designated in Ed. Code § 47605 (m); and
- approving and executing all other responsibilities provided for in the California Corporations Code, Kavod Elementary's Articles of Incorporation and corporate bylaws, and this charter, as necessary to ensure the proper operation of Kavod Elementary.

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate any of those duties with the exception of budget approval or revision, acceptance of fiscal and performance audits, and adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

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

## SELECTING MEMBERS OF THE BOARD OF DIRECTORS

As delineated in the Kavod Elementary bylaws, the Board consists of a minimum of five (5) members, including one parent or guardian of a Kavod Elementary student. Additionally, in accordance with Ed. Code§47604(b), the District may appoint a representative to sit on Kavod Elementary's Board. Sitting Directors will designate and select subsequent members in accordance with provisions in the Kavod Elementary bylaws. Except for the initial Board, whose members will elect to serve an initial staggered term of service of either two (2) or three (3) years, each Board member will serve staggered, renewable, two-year terms of service so that terms are staggered to provide for continuity. Board turnover will occur on July 1st.

After the Board is seated, the number of directors serving on the Board shall be no less than five (5) and no more than nine (9), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board members. Unless changed by the bylaws, Board membership will not include current staff, Board membership will not interested parties (i.e., anyone who would gain financial benefit from decisions made by the Board), consultants to Kavod Elementary, or relatives of employees or members on the Board.

The current Board of Directors and their initial terms are:

Table 18: Board Terms

Name of Member	Board Position	Term Length	Term Ends	Contact
Tamar Caspi	President	3 years	2015	<a href="mailto:Tamar@KavodElementary.org">Tamar@KavodElementary.org</a> Additionally: The board can also be contacted through the board email: <a href="mailto:board@kavodelementary.org">board@kavodelementary.org</a> . The board can be reached through the Parent Representative, whose information is provided in the parent directory or via the Kavod president. Phone: 858.386.0887
Avi Frohlichman	Treasurer	3 years	2015	
Harriet Herman	Secretary	2 years	2016	
Jeremy vanFrank	Member	2 years	2015	
Svetlana Sowers	Parent Representative	2 years	2014	
Wendell Bass	Member	2 years	2015	

As the need arises, the Board fills vacant or additional seats with individuals who have experience in areas such as finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources, and not-for-profit governance. One member of the Board is a democratically elected parent.

The Board is cognizant of the need it has throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and a network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution by using the following plan which has been adapted from information taken from: Creating an Effective Charter School Governing Board Chapter 2 Identification and Recruitment of Board Directors: Engage in Ongoing Board Development. The Board will continually engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members. (See "Board Training" below.)<sup>27</sup>

It is important to match board recruitment and development activities with the new requirements and demands called for by the school's charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the school plan.

<sup>27</sup> <http://www.uscharterschools.org/governance/>



Based on this analysis, the Board may establish recruiting priorities for future Board recruitment. Examples of recruiting priorities might include:

- More community leaders who have the ability to raise significant sums of money; or
- More individuals living in the community served by the charter school.

The Board will make diversity a priority for the organization and will ensure that community stakeholders are represented on the Board.

The public trusts Kavod Elementary Board members to manage public monies and donated funds to fulfill the organization's mission. Prohibiting individuals with financial ties to the school from serving on the Board will enable Board members to exercise their three overarching duties as members of the nonprofit organization's Board of Directors:

- Duty of Care when providing programmatic and fiduciary oversight of all aspects of Kavod Elementary;
- Duty of Loyalty to the best interests of the school, not to personal gain; and
- Duty of Obedience to the organization's mission.

## BOARD QUALIFICATIONS

A brief description of each Board member is listed below with their officer positions.

### President – Tamar Caspi

Tamar graduated with a BA in Women's Studies from UCLA. She has been a journalist since 2003 working as a writer and reporter in broadcast news, radio and print. Currently, Tamar is writing a book. In addition, Tamar has worked in the non-profit world serving on the boards and committees of many local organizations where she initiated new programming and was involved in fundraising and planning. She also has experience in marketing, promotions and internet marketing. Tamar is a local San Diegan with an Israeli father and was raised speaking Hebrew in the home.

### Treasurer – Avi Frohlichman

Avi started his financial planning career in 1994. From 1994 to 2001, Avi held various positions around the state of California with national banks including [Wells Fargo Private Client Services](#) and [California Bank & Trust's](#) Wealth Management group. Avi earned a Bachelor of Science degree from the [University of California in Davis](#). Avi holds a life and disability insurance license (CA license #0D83176) and a series 7, 63, 66 securities licenses. He is an investment advisor representative with [Sagemark Consulting, Inc.](#), a Registered Investment Advisor. Avi served on the Executive Committee and on the Regional Board of the [Anti-Defamation League of San Diego](#). He also currently serves on the Board of Directors of [Jewish Family Service of San Diego](#), & [Hebrew Free Loan Association Committee](#). Avi and his wife Margarita, became new parents and welcomed their daughter, Milana in December 2010. The Frohlichmans live in the University Town Center area of San Diego, CA.

### Secretary – Harriet Herman

Harriet is an educator with more than 30 years experience in grades pre-school through 8th grade, including 6 years in administration as the school Principal of an Independent Kindergarten-8th grade school. She presently serves on the Board of Directors of a parent advocacy non-profit organization for parents of special needs children. Harriet has direct experience with CAIS and WASC re-accreditation as the team leader in charge of the writing of the document, as well as the contact person during the weeklong visit. Her education experience includes curriculum development, assessments, materials selection, professional and parent presentations. Harriet has an MS in Curriculum Development and a BS in Elementary and Early Childhood Education.

#### Member – Jeremy van Frank

Jeremy is an engineer with almost 20 years working in the military and defense contracting environment. Jeremy is the Chief Engineer for [Forward Slope, Inc.](#), a small San Diego company, working in System Design and Integration of maritime surveillance systems installed in partner and allied countries. Jeremy is also an officer in the [Navy Reserve](#) having served 9 years active duty on submarines, one year in Afghanistan performing provincial reconstruction and is currently working in anti-submarine warfare. Jeremy has an MS in Management of Information Systems and BSE in Aerospace Engineering from the [University of Michigan](#). Jeremy's son will be attending Kavod in the fall.

#### Member – Reverend Wendell Bass

Reverend Bass is a Minister and Director of Christian Education at New Creation Church of San Diego, CA. He serves as an Adjunct Professor at Point Loma Nazarene University. After 37 years in public education, he retired from the San Diego Unified School District as high school Principal. Reverend Bass has been in education for 41 years. He is a former Board of Director's member of the Association of African American Educators, Keiller Leadership Academy Charter School and The Jackie Robinson YMCA. He has been married to his wife, Dr. Angela Bass for 35 years and they have two children and a grand-daughter.

#### Parent Committee Liaison to the Board – member – Svetlana Sowers

Svetlana is currently a technical sales Life Science Specialist at VWR International – a distribution company serving the Biotech, Government, Education and Medical Research segments. Prior to this, she worked as a scientist at UCSD where she completed her post-doctoral degree in Endocrinology and Metabolism. She earned her Ph.D. in Molecular and Cellular Pathology from SUNY Stony Brook and her B.Sc. from McGill University in Canada where she grew up. She has lived in San Diego for 10 years and resides in UTC area which is a drastic contrast from her childhood in Siberia and Ukraine. She is a proud mom of 3 children with her husband Firmen Sowers, 2 of whom are current Kavod students. She is an elected member of the Kavod Parent Committee and in her spare time, loves to spend time with her family, find bargains and have impromptu dinner parties with friends. Her motto in life is "Carpe Diem".

We are currently looking for a seventh member of the Board of Directors who is a businessperson, ideally residing in our target area.

## BOARD TRAINING AND PLANNING

The Board of Directors and key staff participate in annual training on their responsibilities under the Brown Act, applicable conflicts of interest laws, including the Political Reform Act and the anti self-dealing provisions of the California Corporations Code, and the roles and responsibilities of the Board. The Board may select experts such as Young, Minney & Corr, LLP, or the Greater Capacity Consortium, to provide this training. Kavod Elementary also sends Board members and appropriate staff members to regional and state trainings, such as the California Charter Schools Association's (CCSA) annual charter school conference or the Charter School Development Center's (CSDC) annual leadership update, for training on a broad array of topics to support their continuous development as school leaders

## BOARD FISCAL PLANNING

Kavod Elementary intends to continue to contract with a back office fiscal service provider. Currently, the back office service provider is Sandra Morgan.

The fiscal service provider provides quarterly informational updates to the Board on Kavod Elementary fiscal matters such as required reports, cash-flow status, balance sheet statements, deferral and payment schedules, audit findings, grants offered by the Department of Education and others, and charter finance in general.

## BROWN ACT COMPLIANCE

Kavod Elementary complies with the Brown Act. The requirements of the Brown Act include, but are not limited to, the matters referenced below.

### **Meeting Frequency & Noticing by Type of Meeting**

The Board of Directors conducts open meetings at least quarterly during the school year. One meeting each year will be designated the Annual Meeting for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. All notices and activities are in accordance with the provisions of the Brown Act. Agenda is be posted for public viewing at least 72 continuous hours prior to a regular meeting and at least 24 continuous hours prior to a special meeting. Posting occurs at least one hour prior to an emergency meeting and as soon as possible after directors are informed for a dire emergency meeting, as these rare occasions are defined in the Brown Act (Government Code § 54956.5). All board actions will be recorded by the board secretary in the minutes and retained in the public access board binder in the school office.

### **Parent, Student, Teacher, Other Staff & Other Stakeholder Consultation**

Kavod Elementary encourages parents, students, teachers, other staff, and other stakeholders to attend, listen and comment on Kavod Elementary's educational program at Board meetings by posting meeting notices with agenda on the Kavod Elementary website, at the school site, and at the meeting location if different from the school site. Each Board meeting includes an opportunity for parents, staff and general members of the public to address the Board.

## ROLE OF THE DIRECTOR

The Duties of the Director

Daily Operations, School Culture and Academic Program

- Attends to issues that concern Kavod Elementary as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all Kavod Elementary students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media

- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Analyzes formative and summative student assessment data to guide improved student achievement
- Leads faculty development of curriculum and instructional strategies
- Designs a staff development plan which is data driven and consistent with fostering measurable student outcomes

#### Human Resources

- Leads the hiring process with the support of the Curriculum & Instruction & Testing Coordinator (Curriculum Coordinator) and makes all staff hiring and firing decisions
- Evaluates faculty and staff
- Manages personnel-related records and activities, including monitoring records for tuberculosis screening and credential expiration dates
- Maintains Kavod Elementary human resource packets, including the following information
- Prerequisites for hiring
- New hire packet
- Oversees credentialing paperwork and the monitoring process
- Receives complaints and grievances and responds appropriately to address or resolve the concerns

#### Liaison to Governance, Legal Compliance, and Fiduciary Oversight

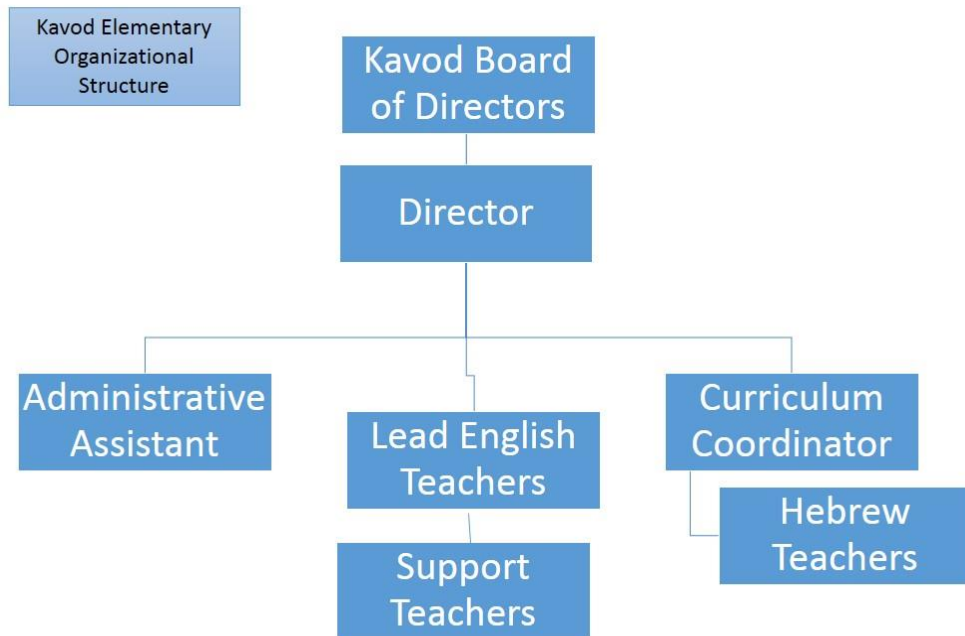
- Reports to the Board
- Supports work of Board committees
- Oversees work of administrative committees
- Designs and oversees the budget and all fiscal reports and audit procedures with the support of the Board Treasurer and the fiscal services provider
- Monitors legislative and policy developments related to programmatic and fiscal operations
- Serves as the primary point of contact for questions and referrals to other school personnel
- Maintains and insures proper use of confidential files, which may include student, personnel and payroll records

## PARENT INVOLVEMENT

Per state priority 3, Kavod Elementary places significant *efforts to seek parent input in decision making, promotion of parent participation in programs for all students including unduplicated pupils and special need subgroups*. Kavod Elementary encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Board of Directors, parents are encouraged to attend all Board meetings and volunteer at the school site. Parents can also participate in the Kavod Parent Committee. Through the Kavod Parent Committee and the parent representative on the Board, parents can make their voices heard on board issues or concerns. Parents and guardians are encouraged to communicate with their children's teachers about their children's learning program. The administrative assistant will be the primary point of contact for questions and referrals to other school personnel. Kavod Elementary will provide a list of activities for parents on Kavod Elementary's website. Programs, events and a list of parent involvement activities will be posted in other places available to parents, such as school newsletters, on the school calendar, in student classrooms, or in the school lobby. Parents are also provided surveys as another venue for them to voice their opinions. Our general approach to parent involvements is also a focus within state priority 6, where we build a school climate of respect.

# ORGANIZATION CHART

Kavod Elementary has a traditional governance model, with a School Director reporting to a Board of Directors and serving as the individual fully accountable for all day-to-day school functions and operations.



## ETHICS AND CONFLICT OF INTEREST POLICY

Kavod Elementary complies with conflict of interest laws including the anti-self-dealing provisions of the California Corporations Code, Government Code Section 1090, and the Political Reform Act.

### CONFLICT OF INTEREST POLICY

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or member of its management, unless the private benefit is considered merely incidental. This private benefit preclusion extends to:

- a. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- b. Lending of money or other extension of credit between the agency, and an affiliated or unaffiliated organization or a private or related individual.
- c. Furnishing of goods, services or facilities between the agency and an affiliated organization or private individual.
- d. Payment of compensation, unless authorized by the Board or its governing body, by the Charter School to an affiliated or unaffiliated organization or private individual.
- e. Transfer to, use by, or for the benefit of a private or related individual of the income of assets of the School.

Thus, the Charter School will be guided by the principle or arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between the Charter School and members of the Board, management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, fathers-in-law, mothers-in-law, sisters-in-law, and brothers-in-law of a Board member of school employee.

## FORM 700 STATEMENT OF ECONOMIC INTERESTS

In accordance with the Political Reform Act, every member of Kavod Elementary's Board of Directors and each other Designated Position will file a state-mandated Form 700 Statement of Economic Interests with the District as follows:

- within 30 days of assuming office;
- annually thereafter; and
- within 30 days after leaving office.

Kavod Elementary will keep each individual's original Form 700 on file at Kavod Elementary's primary administrative office, and make any individual Form 700 available, upon request, for inspection by any member of the public.

## SUPERVISORIAL OVERSIGHT SERVICES

Kavod Elementary understands that Ed. Code § 47604.32(b)–(d) requires, among other things, that the authorizing entity do the following:

- visit each charter school at least annually;
- ensure that each charter school under its authority complies with all reports required of charter schools by law; and
- monitor the fiscal condition of each charter school under its authority.

This supervisory oversight may include, but is not limited to, financial auditing, enrollment verification, site visits to the campus, review of school and student performance, and consideration of charter school amendments and renewal. As required in Ed. Code § 47613, Kavod Elementary has budgeted one (1%) percent of its anticipated general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632, to compensate the District for the District's cost of performing supervisory oversight.

# Element 5 – Employee Qualifications

*“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)*

Kavod Elementary believes that all of its employees play a key role in creating a successful learning environment. The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Per state priority 1, *teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.*

Kavod Elementary believes that all persons are entitled to equal employment opportunity. Kavod Elementary shall not discriminate against qualified applicants or employees on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics), or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## ESEA

Kavod Elementary will comply with the mandates of ESEA as they apply to charter schools. Teachers and paraprofessionals will meet requirements specified in ESEA. The Director or designee will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purpose of compliance with ESEA. See Procedures for Monitoring Credentials, below, and Element 1, ESEA — STUDENT ACHIEVEMENT AND CREDENTIALING.

## ROLES AND QUALIFICATIONS OF STAFF

Examples of job requirements for following positions can be found in APPENDIX F:

### THE DIRECTOR

The Kavod Elementary Director will serve as a centralizing leadership figure within the school and local community. The Director will work closely with, and report directly to, the Board. The Director will tend to the issues that concern the school as a whole and will facilitate communication and consensus among staff, consultants and the Board. The Kavod Elementary School Director will have a larger vision for the future direction of the school while continuing to support and encourage the mission of Kavod Elementary in the day to day operations of the school. Our Director will be the instructional leader of the school and as such will be responsible for the academic and administrative success of all school programs. The Director is responsible for management of selection and implementation of curriculum, and community relations. The Director is ultimately responsible for designated outcomes. The Director defines and communicates the mission of the school, oversees curriculum, supervises personnel and operations. Kavod Elementary's Director will ensure that the school is in compliance with all applicable governmental laws and regulations.

## DIRECTOR QUALIFICATIONS

- Master's degree, preferably in Education
- California Administrative Services Credential
- Charter school experience
- An educational vision that is consistent with the school's mission and educational program.
- Five years' experience in an educational or related organizational setting either as a Director, assistant Director, head of school or as an executive director or CEO of a midsize not-for-profit organization
- Strong knowledge of leadership principles and practices gained through work experience and formal education
- Recruiting and supervising skills and experience
- Exceptional speaking and writing skills
- Exceptional knowledge of elementary curriculum and instructional practices
- Exceptional interpersonal and motivational skills

## THE CURRICULUM COORDINATOR

Kavod Elementary's Curriculum Coordinator leads school-wide collaborative efforts in Hebrew instructional matters. The Curriculum Coordinator, works under the direction and supervision of the Director, and supports the Director in fulfilling leadership and management responsibilities.

The Curriculum Coordinator is part of the management team. The Curriculum Coordinator is responsible to the Director for management of selection and implementation of Hebrew curriculum. The Curriculum Coordinator works collaboratively with the Director using a consensus model to perform this function. The Curriculum Coordinator is ultimately responsible to the Director for designated outcomes.

## CURRICULUM COORDINATOR QUALIFICATIONS

- Linguistics or second-language acquisition education or experience
- Experience implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a language program
- Master's degree

Desirable:

- Knowledge of Hebrew language and culture
- Familiarity with language integration, the Proficiency Approach, and the Readers and Writers Workshop model
- California Administrative Services Credential or Doctoral degree in Education
- Charter school experience

## THE ADMINISTRATIVE ASSISTANT

The Administrative Assistant supports the school in a multitude of ways. Some of the most critical functions of the administrative assistant is that he/she oversees reporting, assessment, marketing and recruitment, enrollment and all student documents. The administrative assistant is also the main parent liaison for Kavod Elementary.

## THE ADMINISTRATIVE ASSISTANT QUALIFICATIONS

- Associates' Degree (Bachelors preferred)
- Credential either Substitute, Administrative or Teaching
- First Aid Certification Preferred



- Experience working at a school and/or students at the elementary level
- Understanding of Microsoft Office including Word, PPT, Excel
- Customer Service Relations
- Exceptional Organizational Skills and Time Management
- Ability to work independently on assigned tasks

## K-5 CORE TEACHER

The K-5 teachers are responsible for creating a flexible program and environment which promotes learning and personal growth; to establish effective rapport with pupils and good relationships with parents and other staff members; to motivate pupils to develop the skills, attitudes and knowledge needed to provide a good foundation for continued academic growth.

## CORE TEACHERS QUALIFICATIONS

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have
- Fulfillment of all “highly qualified teacher” requirements as that term is defined under ESEA and further defined by California State regulations implementing the ESEA requirements, unless such requirements are deemed by the federal or state government not to apply to charter schools
- CLAD or BCLAD certification/EL Designation in credential
- Bachelor’s degree

## HEBREW INSTRUCTOR

Qualifications below

The Hebrew Teachers is responsible for creating a flexible program and environment which promotes learning, Hebrew acquisition, and personal growth; to establish effective rapport with pupils and good relationships with parents and other staff members; to motivate pupils to develop the skills, attitudes and knowledge needed to provide a good foundation for continued academic growth.

The Hebrew teacher is responsible for teaching the Hebrew language to Kavod Elementary students. In most situations the Hebrew teacher will be co-teaching with either another Hebrew teacher or an English teacher. The Hebrew teacher will be required to teach or co-teach the Hebrew language classes and to co-teach Social Studies, Science, Physical Education, Art and other electives. Teachers must co-plan lessons together. The Hebrew teacher is responsible for working with the Hebrew Curriculum Coordinator to design lessons that integrate the Hebrew language and the Israeli Culture into the curriculum.

The Hebrew teacher must be a native or near native Hebrew speaker who will only speak Hebrew to the students.

## SUPPORT TEACHER

The support teacher supports the lead teacher with lesson planning, preparation, development, and execution; to assist in a flexible program which promotes learning, and personal growth; to establish effective rapport with pupils and good relationships with parents and other staff members; to motivate pupils to develop the skills, attitudes and knowledge needed to provide a good foundation for continued academic growth.

## HEBREW INSTRUCTORS, SUPPORT TEACHERS AND PARAPROFESSIONALS QUALIFICATIONS

Currently ESEA requires that paraprofessionals for instructional support do the following:

earned a high school diploma or the equivalent, and completed two years of college (48 units), or received an Associates' degree (or higher); or passed a local assessment of knowledge and skills in assisting in instruction.

For Hebrew Instructor and Assistants, they must demonstrate proficiency in the Hebrew language by demonstrating speaking, reading and writing skills as measured by job history, academic background, an interview by the Director and Curriculum & Instruction Coordinator that will consist of a writing sample, reading prompt and speaking sample.

Individuals who are translators or who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, or whose duties consist solely of conducting parent involvement activities and similar positions currently do not have to meet these requirements.

## ADDITIONAL STAFF

Kavod Elementary plans to purchase services from SDUSD or outside vendors for some key functions such as a school nurse. Kavod Elementary will work through a SELPA for roles such as a school psychologist for testing, and special education. Kavod Elementary will contract for fiscal services, budgeting assistance, accounting, and payroll services from a back-office support company. Kavod Elementary also plans to outsource technology support, food service, and custodial service.

## MEASURES OF PERFORMANCE ASSESSMENT

The Director and Curriculum Coordinator formally evaluate instructional staff. Kavod Elementary uses aspects of the Danielson Group's model in the evaluation of all staff, in particular the development of Professional Improvement Plans (PIP). The PIP is a set of goals created through collaboration with the evaluator and professional in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) The staff member and his or her direct supervisor who will be the evaluator creates the PIP collaboratively in a mutual dialogue about next steps to the next level. In the Director's case, the Director will create his or her PIP with a Board member.

The PIP provides opportunity for the particular staff member to express his or her needs for professional growth aligned with better performance outcomes related to his or her roles and responsibilities within the organization. In collaboration with the direct supervisor, improvement actions most applicable to his or her growth and development are outlined. Frequent reference to and review of the PIP ensures that the staff member reaches the goal of improved performance quality and improved outcomes.

Kavod Elementary believes that teacher quality is the most important factor in a student's academic success and devotes significant resources to maintain that high level of quality. All teachers will participate in a rigorous professional development calendar (generated in collaboration with the Director and the Curriculum Coordinator), and staff meetings to discuss student achievement, the sharing of effective instructional practices, and analysis of student data.

The Director and the Curriculum Coordinator will conduct teacher observations and provide coaching during

the year, and perform annual teacher evaluations, as outlined in the Employee Handbook. Each observation will include pre-observation communication from the Director or Curriculum Coordinator regarding timeline and expectations as well as a post-observation conference. These observations will help teachers meet their professional goals and will provide the basis for decisions about contracts and promotions.

Kavod Elementary ties annual contract renewals for all, and performance-based incentives for instructional staff, to individuals' performance evaluations.

## DIRECTOR PERFORMANCE MEASURES

The Board will conduct an annual evaluation of the Director that uses predetermined measurements such as the following in the assessment:

- Key instructional benchmarks such as the implementation of educational programs outlined in the charter
- Progress towards school accountability goals as measured by school wide multiple measures and State testing results
- Operational benchmarks such as maintaining a fiscally sound charter school by operating within the Board-adopted budget and available cash flow
- Staff, parent and student satisfaction with a school culture that is respectful and inclusive of all members of the learning community as measured by annual surveys
- Other criteria that measure the overall health of the school

## CURRICULUM COORDINATOR PERFORMANCE MEASURES

The Director will conduct an annual evaluation of the Curriculum Coordinator that uses predetermined measurements of factors such as the following in the assessment:

- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description
- Key instructional benchmarks such as the implementation of educational programs outlined in the charter
- Timely and procedurally compliant implementation of internal and state-mandated external assessments
- Progress towards school accountability goals as measured by multiple measures of school-wide achievement and State testing results

## TEACHER PERFORMANCE MEASURES

The Director and Curriculum Coordinator will conduct annual evaluations of teachers using predetermined measurements of factors such as the following in the assessment:

- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description
- Effective delivery of instructional techniques and strategies and adherence to curricular objectives, as measured by progress of students towards established standards measured by multiple measures of classroom achievement and State testing results
- Measures of factors such as the following, adapted from the California Standards for the Teaching Profession (CSTP):
- Engages and supports all students in learning
- Creates and maintains effective environments for student learning

- Understands and organizes of subject matter for student learning
- Plans instruction and designs learning experiences for all students
- Assesses student learning
- Develops as a professional educator
- Measures of factors such as the following from teachers' PIP that will demonstrate development as a professional educator:
  - Shares in responsibility for implementing school expectations, priorities, policies, and procedures
  - Works with families to foster collaboration and ensure student success
  - Works with communities to foster collaboration and ensure student success
  - Establishes professional goals and pursues growth opportunities
  - Works with colleagues to improve professional practice
  - Reflects upon teaching practices

## HEBREW INSTRUCTORS, SUPPORT TEACHERS AND PARAPROFESSIONAL PERFORMANCE MEASURES

The Director and Curriculum Coordinator will conduct annual evaluations of Hebrew Instructors. The Director with input from the Curriculum Coordinator and Teachers will conduct annual evaluations of Support Teachers and Paraprofessionals using predetermined measurements of factors such as the following in the assessment:

- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description
- Effective delivery of instructional techniques and strategies and adherence to curricular objectives, as measured by progress of students towards established standards measured by multiple measures of classroom achievement and State testing results
- Measures of factors to assist teachers in the following;
  - Engages and supports all students in learning
  - Creates and maintains effective environments for student learning
  - Understands and organizes of subject matter for student learning
  - Plans instruction and designs learning experiences for all students
  - Assesses student learning
  - Shares in responsibility for implementing school expectations, priorities, policies, and procedures
  - Works with families to foster collaboration and ensure student success
  - Works with communities to foster collaboration and ensure student success
  - Establishes professional goals and pursues growth opportunities
  - Works with colleagues to improve professional practice

## PROCESS FOR RECRUITING TEACHERS AND OTHER STAFF

Kavod Elementary believes that all of its employees play a key role in creating a successful learning environment. The school recruits professional, effective, and qualified personnel to serve in all administrative, instructional, instructional support, and non-instructional support capacities. Kavod Elementary publishes all open positions to a broad professional audience with intent to recruit and hire a diverse staff that supports Kavod Elementary's language integrated curriculum. All staff are expected to be sensitive to the linguistic and cultural needs of students and to expand their understanding of such needs through participation in staff development opportunities.

Kavod Elementary recruits teachers and other staff through a variety of means that may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, website postings (e.g., California Charter School Association, Charter School Development Center, EdJoin, LinkedIn, Craigslist), and email networks.

Kavod Elementary attempts to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations, and participating in minority recruitment events. Kavod Elementary also leverages the relationships and experiences of Board members and supporters to extend its outreach, networking and teacher and staff recruitment initiatives.

In order to support its language integration model, Kavod Elementary recruits credentialed bilingual Hebrew/English teachers who are native or near-native Hebrew speakers for Hebrew language instruction and Hebrew language integration. Kavod Elementary recruits Hebrew teachers from the large Israeli and Modern Hebrew speaking population living in San Diego and through the networks associated with the Hebrew Charter School Center. Hebrew teachers receive extensive professional development in the proficiency approach through Kavod Elementary's association with the HCSC.

## Element 6 – 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 § 44237.”*

*Ed. Code § 47605 (b)(5)(F)*

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of the Charter School; all policies are maintained at the Charter School site:

### HEALTH AND SAFETY

In order to provide safety for all students and staff, Kavod Elementary maintains full health and safety procedures and risk management policies at the school site. Kavod Elementary works with its insurance carriers and risk management experts to make appropriate adjustments based on any facility needs.

### PROCEDURES FOR CAMPUS VISITORS

No outsider shall enter or remain on school grounds during school hours without having registered with the Director or designee, except to precede expeditiously to the office of the Director or designee for registering. All visitors shall wear a visible Visitor’s Pass while on school property. If signs posted in accordance with Penal Code § 627.6 restrict the entrance or route that outsiders may use to reach the office of the Director or designee, an outsider shall comply with such signs. (Penal Code, § 627)

### PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors working at Kavod Elementary during school activities are required to submit to a criminal background check that will furnish a criminal record summary as required by Ed. Code § 44237 and § 45125.1. New employees and contractors must be fingerprinted with the California Department of Justice (DOJ) to obtain a criminal record summary from the DOJ and the Federal Bureau of Investigation for the Kavod Elementary’s review and determination of background clearance prior to their working at the school site.

Kavod Elementary’s Director or Designee is responsible for reviewing the record summary and determining if anything in that record would disqualify the applicant. The Kavod Elementary criminal background request form also includes requesting notice of any subsequent arrest. Kavod Elementary maintains a record of the review and the determination, but not divulge or share criminal record history information, including responses that no criminal record history exists.

Volunteers who volunteer outside of the direct supervision of an employee with a background clearance shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of such an employee.

The administration of the school shall monitor compliance with these procedures.

## ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable requirements of the California Abuse Reporting Law in the California Penal Code §§ 11165-11174.5, and Kavod Elementary policies and procedures comparable to those used by SDUSD. Reporting procedures are described in the Employee Handbook.

## TUBERCULOSIS (TB) SCREENING REQUIREMENTS

Faculty and staff shall present documentation they have been examined by a physician or nurse who determined they are free of active tuberculosis prior to commencing employment and working with students and repeated at four year intervals, as required by Ed. Code § 49406.

## IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations, as required at public schools pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075.

## MEDICATION IN SCHOOL

Kavod Elementary will adhere to Ed. Code § 49423 regarding administration of medication in school.

## VISION, HEARING, SCOLIOSIS

Students are screened for vision, hearing and scoliosis by nurses contracted by the school. Kavod Elementary adheres to Ed. Code § 49450, et seq., as applicable to the grade levels served by the school.

## FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY

Kavod Elementary will ensure that its auxiliary services such as food services, transportation, and custodial services are safe. Kavod Elementary will contract with an outside agency for its food service needs. Kavod Elementary will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from federal and state nutrition programs. Kavod Elementary will confirm that the food service provider employs at least one person who is certified in food safety and that the certified individual(s) is recertified every five (5) years by passing an approved and accredited food safety certification examination. Kavod Elementary will also review each outside vendor's business and vehicle (when applicable) licenses to confirm they are current. The Director will ensure that any cleaning supplies, landscaping products, or other toxic or hazardous materials that are securely stored on site.

## MAINTENANCE AND OPERATIONS

Kavod Elementary contracts for custodial services to be provided after school hours or hires a full time custodian who are responsible for basic custodial and maintenance services for the campus grounds and the buildings. Larger maintenance services such as pest management, landscaping, and HVAC system service will be handled by contracting with a company on a case- by-case and fee-for-service basis.

## FACILITY PLAN

Since servicing students in August of 2012, Kavod Elementary has been site sharing with Cubberley Elementary in Serra Mesa, under proposition 39. Kavod Elementary is currently undergoing the process of finding an independent school site in the neighboring areas to where the school is currently located as to not disrupt the educational program of our current students. Kavod Elementary anticipates using a private facility beginning in 2015-2016.

## FACILITY SAFETY

*Per state priority 1, the school facilities are currently and will continue to be maintained in good repair pursuant to Education Code section 17002(d).* The school's facilities comply with state building codes, federal Americans with Disabilities Act (ADA) and Section 504 access requirements, and other applicable fire, health and structural safety requirements applicable to charter schools.

Kavod Elementary will work with qualified real estate agents, architects, or structural engineers to ensure that the facilities selected for the school are one of the following types of facilities: facilities that comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located; or (2) facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government.

Kavod Elementary agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Kavod Elementary shall conduct fire and natural disaster drills monthly and in conjunction with the District (if in a District facility).

Kavod Elementary maintains on file readily accessible records documenting all compliance, including an appropriate Certificate of Occupancy.

## COMPREHENSIVE SCHOOL SAFETY PLAN FOR EMERGENCY PREPAREDNESS

Kavod Elementary, in conjunction with law enforcement and the Fire Marshall, maintain on file for review, and adheres to an Emergency Preparedness Handbook drafted specifically to meet the comprehensive safety needs of the school site. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Kavod Elementary. School staff is trained annually on the safety procedures outlined in the Emergency Preparedness Handbook.

Current Public Safety Plan can be found in APPENDIX G.

## FIRE, EARTHQUAKE, LOCK DOWN, AND EVACUATION DRILLS

Kavod Elementary adheres to the comprehensive safety plan and procedures described in its Emergency Preparedness Handbook for any site Kavod Elementary occupies. As part of that plan, Kavod Elementary faculty are trained on all drills and Kavod Elementary shall conduct fire drills monthly and in conjunction with the District (if at District facilities). Students and staff are instructed in disaster drills including procedures for "duck and cover," shelter-in-place, lock down, building evacuation, off-site evacuation, and "all clear" notification.



Office personnel maintains a record of drills, and for fire drills record the total required time for complete evacuation. In an actual emergency, teachers maintain, take and re-take roll calls throughout the duration of the emergency in order to account for all students. As required by state law, teachers, paraprofessionals, or other qualified adults supervise students at all times. Unless otherwise directed by the site Command Officer, teachers stay with their classes for the duration of the emergency. In case of evacuation of the school facilities, all students stay with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff notifies parents and/or the media about where to pick up students.

In the event of an emergency, California Government Code, Chapter 8, Division 4, Title I, § 3100 and § 3101 declare that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law.” In case of earthquake, national disaster, or other emergency, Kavod Elementary staff is not allowed to leave the school until they receive official clearance from school administrative leaders.

## BLOOD-BORNE PATHOGENS

Kavod Elementary meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The staff is trained on blood-borne pathogens in accordance with the law. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## DRUG-FREE/ALCOHOL-FREE/SMOKE-FREE ENVIRONMENT

Kavod Elementary shall function as a drug, alcohol and tobacco free workplace.

## COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Kavod Elementary is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Kavod Elementary has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Kavod Elementary (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Kavod Elementary’s sexual harassment policy, is be included in the Employee Manual.

## UNIFORM COMPLAINT POLICY

Uniform Complaint Policy can be found in APPENDIX H.

# Element 7 – 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.” Ed. Code § 47605 (b)(5)(G)*

## OUTREACH EFFORTS

Kavod Elementary strives to achieve racial and ethnic balance reflective of the general population residing within the territorial boundaries of the District through a carefully considered recruitment and community outreach drive. In addition to offering a high quality elementary school which provides an innovative language acquisition program, Kavod Elementary expects to appeal to a racially, ethnically, and socioeconomically diverse student population by engaging in the outreach efforts listed below.

Kavod Elementary is committed to educating the community about its academic program and the benefits it offers to the diverse racial, ethnic, and socioeconomic population of Kearny Mesa and its surrounding communities. Each year, Kavod Elementary develops a calendar of outreach events and recruit a group of parents and volunteers to staff each event (the “Outreach Team”). To ensure a systematic approach, the community outreach plan considers geography (“Where?”), the value of varied communication modes and information delivery methods (“How?”) and the importance of consistent and frequent outreach efforts (“When?”) to attain racial and ethnic balance at Kavod Elementary reflective of residents in SDUSD. The initial outreach plan is described in the remainder of this section.

Languages to be Utilized in the Outreach: Outreach efforts will use English, Hebrew and Spanish.

Where? The Geographic Areas That Will Be Targeted in Outreach Efforts: The Outreach Team will focus efforts in Kearny Mesa and its surrounding neighborhoods in Linda Vista and Miramar.

How? A Variety of Communication Methods to Advertise and to Recruit Students

Kavod Elementary will use a variety of strategies to recruit a diverse population including:

Flyers in English, Hebrew and Spanish outlining the mission and vision for the school and providing invitations to community meetings are distributed at key locations to reach socioeconomically disadvantaged members of the community. Key locations include these community meeting points: libraries, religious gathering places, family centers, local grocery stores and restaurants.

Presentations at Community Meetings: Kavod Elementary will make presentations at community meetings at the key locations listed above. Kavod Elementary strongly believes our outreach efforts must be conducted in their gathering places in order to be effective. Efforts are made to attend local meetings to make brief presentations during open forums about Kavod Elementary’s intent to provide an innovative educational choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available for their constituents and families.

Hosted Community Meetings: Kavod Elementary holds community meetings that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. Interested families are invited to provide information including names, addresses, telephone numbers and email addresses. A Spanish and Hebrew speaking representative will assist non- English speaking parents of

prospective students. The meeting locations Kavod Elementary chooses are widely known, easily accessible and frequented by families of all backgrounds.

#### Electronic Media

The Kavod Elementary website ([WWW.KAVODELEMENTARY.ORG](http://WWW.KAVODELEMENTARY.ORG)) provides detailed information about the school's instructional model and includes contact information for parents seeking more information. The site also provides contact information to representatives of Kavod Elementary who are fluent in English, Spanish and Hebrew.

Press Release Campaigns: Kavod Elementary will send press releases to newspapers. All press releases will be translated into Spanish and Hebrew as required or appropriate for each publication. Kavod Elementary believes these periodicals will reach communities of different backgrounds, cultures and nationalities represented in the target area.

#### When? Achieving Consistency in Outreach Efforts to Attain Racial and Ethnic Balance

Kavod Elementary will achieve a racial and ethnic balance by:

- Annually engaging in thorough outreach designed to be accessible to diverse communities prior to and during Kavod Elementary's open enrollment period;
- Annually reaching out to neighborhoods where residents are of varied ethnicities and races;
- Annually and periodically informing these communities about the advantages of the Kavod Elementary program; and
- Consistently emphasizing the benefits of being multi-lingual through a language- integrated program.

#### **RECRUITING ACADEMICALLY LOW-ACHIEVING, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES**

Kavod Elementary is a public school offering an educational program and learning conditions that are likely to appeal to families for many reasons. The outreach team will focus extra marketing attention at community locations serving census tracts where socioeconomically disadvantaged families live and communities served by SDUSD schools with School-wide Title I status. Kavod Elementary will provide extra marketing attention in community locations with SDUSD schools in Program Improvement, an indication of a population of low-achieving students whose families may prefer a different choice. In all meetings to describe the school's program, the outreach team will note school and program features likely to create a supportive and successful learning environment for all students, including academically low- achieving, socioeconomically disadvantaged students, and students with disabilities.

# Element 8 – Admission Requirements

*“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

## MINIMUM AGE FOR ADMISSION

Kavod Elementary understands that the minimum age at which a student may be admitted to public school in California will vary until the 2014-15 school year. Kavod Elementary will comply with the minimum age requirements defined in Ed. Code §48000, as follows:

A child shall be admitted to kindergarten at the beginning of a school year, or at a later time in the same year, if the child will have his or her fifth birthday on or before September 1 of the 2014-15 school year and each school year thereafter.

On a case-by-case basis, the Kavod Elementary Board may admit to kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian if the Kavod Elementary Board or designee determines that the admittance is in the best interests of the child.

Prior to the admission of a child to the kindergarten or first grade, the child’s parent or guardian will present proof evidencing that the child is of the minimum age fixed by law for admission. The method of proof of age may be any of the following unless the Kavod Elementary Board revises this list:

- certified copy of a birth record;
- statement by the local registrar or a county recorder certifying the date of birth;
- baptism or bris certificate duly attested;
- passport; or when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor.

## PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (“lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

Students already enrolled are exempt from the lottery.

- Siblings of students already admitted to or attending Kavod Elementary will be exempted from the lottery and admitted to the school, space permitting.
- Children of Founders and/or Faculty/Staff and Board members will be exempt from the lottery and admitted to the school as long as the number admitted by this exemption does not exceed ten (10) percent of total projected enrollment at Kavod Elementary for the upcoming school year. A list of Founders and a definition of who is considered Faculty/Staff and Board is on file at the school and within the school policies.
- Students who are SDUSD residents.
- All other applicants.

## HOW ADMISSION PREFERENCES WILL BE IMPLEMENTED AND WAITING LIST

- Children of Founders/Faculty/Staff and Board: Children of Founders and/or Faculty/Staff and Board shall be exempt from the lottery, unless the number admitted by this exemption would exceed ten (10) percent of total enrollment at Kavod Elementary or unless the student would enroll in a grade that has all of its spaces already filled. (A list of founders and a definition of who is considered faculty/staff and Board is on file at the school and within the school policies.)
- Siblings: Siblings of students already enrolled at Kavod Elementary shall be exempt from the lottery unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be put on the waiting list for admission to that grade ahead of all other students.
- If a student cannot be admitted for either of the above reasons, the student’s name will be entered in the lottery as either a resident or nonresident of SDUSD to be randomly drawn and offered admission or placed on a waiting list.
- SDUSD Residents: All students in the lottery living in the San Diego Unified School District boundaries will receive weighted drawing preference over students living outside the SDUSD boundaries by having their names submitted twice in the lottery pool.

## IMPLEMENTATION OF RANDOM PUBLIC LOTTERY

If Kavod Elementary receives a number of applications from potential students exceeding the number of spaces available within any grade level, the school will conduct a random public lottery, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- Method of Verifying Fair Process: The school will involve at least three participants to execute the lottery.
- Method to Communicate Lottery Rules: The school will describe the lottery process rules and

procedures in English, Spanish and Hebrew on the school's website, in flyers distributed at community meetings about admission to the school, and in presentations to groups and conversations with families who have expressed interest in admission. The school will communicate the lottery rules and procedures by U.S. postal service or to email accounts at the request of interested parties.

- Open Enrollment Timeline: During an open enrollment period (typically October 1 through January or February), which will be at least 90 days long, interested parties will complete interest cards with the name, grade, and contact information of their students in order to participate in the lottery, if one is needed.
- Open Enrollment Assistance: Information will be available in English, Spanish and Hebrew. School staff or volunteers will help any interested party with language or literacy barriers or physical disability to complete an interest card.
- Lottery Timeline: The lottery will take place within approximately 30 days of closing the open enrollment period.
- Lottery Location to Allow Observation: The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- Lottery Date and Time to Enable Attendance: The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so, but their attendance is not required.

## LOTTERY PROCEDURES

- Notice of Available Spaces: Prior to conducting the lottery, all interested parties will be told how many openings are available in the school in the different grades served by the school. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.
- Drawing Description: The single lottery shall include drawing names from pools of ballots differentiated by grade level.
- Drawing Process: A representative of an outside agency or the organization confirming the results of the lottery shall draw the ballots, beginning with the lowest grade, and continuing until all names for that grade level are drawn.
- Determining Waiting List: At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.
- Enrollment Offer Notice & Timeline to Respond: Families not attending the lottery shall be informed in writing of their students' selection or placement on a wait list. Families with students drawn for admission shall have seven (7) days (excluding weekends and holidays) to respond to the offer of enrollment. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of drawn students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- Promotion Off Waiting List & Timeline to Respond: Potential students on the waiting list shall provide contact information for the School to use in the event space becomes available. Families

promoted off the waiting list shall be informed in writing and shall have seven (7) days (excluding weekends and holidays) to the offer of enrollment. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone.

- Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- Record of Fair Lottery Execution: The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.
- Waiting List Expiration: The waiting list will expire at the end of each school year. Interested parties not previously admitted must reapply during subsequent open enrollment periods.
- Any board approved changes to the lottery procedures will be kept on file at the Kavod Elementary Office.

## Element 9 – Financial Audits

*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(l)*

### ANNUAL INDEPENDENT FISCAL AUDIT

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.



# Element 10 – Student Expulsions

*“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)*

## Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Any changes/modifications to these policies will be kept on file at the Kavod Elementary office.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be included in the Student Handbook and will clearly describe discipline expectations. In addition, parents can reference the Uniform Discipline Procedures. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during,

going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

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

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

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

violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or

hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

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

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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



At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The school will do its best to hold the conference within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

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

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

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

## **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least

ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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 at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him

or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education

Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

#### **I. Written Notice to Expel**

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or 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.

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

#### **J. Disciplinary Records**

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

#### **K. No Right to Appeal**

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

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of the District**

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

### **2. Services During Suspension**

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

### **3. Procedural Safeguards/Manifestation Determination**

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School

had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

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

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

#### 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

## Element 11 – Retirement Programs

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)*

Kavod Elementary employees are covered by both components of the Federal Insurance Contribution Act (FICA), i.e., Social Security and Medicare. Kavod Elementary participates in the State Teachers’ Retirement System (STRS) for certificated employees. Non-certificated employees participate in social security.

The Director or Designee is responsible for ensuring that appropriate arrangements for coverage are made.



# Element 12 – Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Kavod Elementary admission forms will inform the parent or guardian of each pupil that the pupil has no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## Element 13 – Employee Rights

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## Element 14 – 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.” Ed. Code § 47605 (b)(5)(N)*

The staff and governing board members of Kavod Elementary agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Kavod Elementary, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School:       Kavod Elementary Charter School  
                                  c/o School Director  
                                  PO Box 22044 San Diego, CA 92192

To Director of Charter Schools: Director of Charter Schools  
  San Diego Unified School District  
  4100 Normal Street, Annex 15  
  San Diego, CA 92103

A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

## Element 15 – 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 (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)*

Kavod Elementary is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School complies with the EERA.

# Element 16 – Closure Procedures

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

The following procedures shall apply in the event Kavod Elementary closes. The following procedures apply regardless of the reason for closure.

Closure of Kavod Elementary will be documented by official action of the Kavod Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students, including assessment and special education records. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

Personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in APPENDIX J, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

# MISCELLANEOUS PROVISIONS

## BUDGET AND FINANCIAL REPORTS

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

Attached, as APPENDIX I, please find the following documents:

- LCAP submitted in June 2014

Attached, as APPENDIX J, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

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

Kavod Elementary shall annually prepare and submit the following reports to SDUSD and the San Diego County Superintendent of Schools, as required by Ed Code §47604.33:

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

Additional report deadlines with direct, monetary impact on Kavod Elementary include the following reports that Kavod Elementary will file:

- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) – last business day in July
- First 20-Day Actual Attendance Report for New Charters and Grade Level Expansion Charters – not later than five business days following the end of the first 20 school days, i.e., late October
- Charter School Attendance Data for the previous year to be used to calculate lottery funding – July 15
- Corrections to be applied at the P-1 Apportionment – October 1
- Special Apportionments for New and Expanding Charter Schools, September- December 2010
- Charter School Economic Impact Aid (EIA) Attendance Data – mid-January
- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) for Fiscal Year 2010-11 – Mid-January
- First Director Apportionment (P1) Report - first week of January
- Charter school attendance corrections for prior fiscal year – mid-March
- Second Director Apportionment (P2) Report – first week of May
- Charter school EIA data (English learners pupil count for newly operational charters only) – first week of May
- Final Charter School Attendance Report – mid-July

### **Administrative Services**

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

## INSURANCE REQUIREMENTS

No coverage shall be provided to Kavod Elementary by the District under any of the District's self-insured programs or commercial insurance policies. Kavod Elementary shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District in order to protect the charter school from claims which may arise from its operations. Kavod Elementary shall meet, at minimum, the below insurance requirements.

It shall be the Kavod Elementary's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.

Commercial General Liability. Kavod Elementary shall maintain throughout the term of this MOU, at its own expense, general liability insurance with limits of liability of \$5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Commercial Automobile Liability. Kavod Elementary shall maintain throughout the term of this MOU at its own expense automobile liability insurance with limits of liability of \$2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Fidelity Bond coverage shall be maintained by Kavod Elementary 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.

Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.

\*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the San Diego Unified School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.



Should Kavod Elementary 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 Kavod Elementary. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District.

Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Kavod Elementary and the District and a copy of this policy will be available to the District upon request.

## EVIDENCE OF INSURANCE

Kavod Elementary shall furnish to SDUSD all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Should Kavod Elementary 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 Kavod Elementary.

## HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Kavod Elementary does hereby agree, at its own expense, to indemnify, defend and hold harmless the SDUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. Kavod Elementary further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the SDUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Kavod Elementary, and their officers, directors, employees or volunteers. Moreover, Kavod Elementary agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

## FACILITIES

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

Kavod Elementary has been site sharing with Cubberley Elementary under Prop 39. It is Kavod Elementary's intention to find an independent site for future growth. Kavod Elementary has toured many facilities in the Kearny Mesa, Serra Mesa and Clairemont Mesa Areas. Facilities will likely be approximately 30,000 square feet and cater to a minimum of two classes per grade. The facility will include spaces for: offices, a private resource room, teacher work area, and playground, storage, auditorium/multipurpose area. Kavod Elementary will adhere to all safety regulations and zoning regulations as necessary for a school's facility. Kavod Elementary is currently working with Cassidy Turley (Realtor) and Ware Malcomb (Architect) to find a suitable long term facility option for Kavod Elementary. When Kavod Elementary moves, the Kavod Elementary board will approve the new address and will submit to the District a charter revision.

## CALPADS

Beginning in 2015-2016, Kavod Elementary will report independently of San Diego Unified School District for CALPADS.

# CIVIL LIABILITY IMPACT ON DISTRICT

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District may enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

# APPENDIX A

The Hebrew Charter School Center

# HEBREW CHARTER SCHOOL CENTER

## Relationship to Kavod Elementary:

The Hebrew Charter School Center (HCSC) is an organization that provides support to Kavod Elementary through on-ongoing efforts as described on the next page, including professional development and fundraising efforts. The Hebrew Charter Center not in any manner a governance over Kavod Elementary and does not dictate how Kavod Elementary is operated.

The Hebrew Charter School Center is a nonprofit organization that was created in 2009 to advance the Hebrew charter school movement by partnering with planning teams and existing charter schools across the country to:

- Build and increase the capacity for designing new, high quality Hebrew language charter schools;
- Provide resources for established schools;
- Grow a field of educators prepared to lead Hebrew language charter schools and the movement;
- Promote and support a network of high quality Hebrew language charter schools;
- Support local communities to develop Hebrew language charter schools and to maximally benefit from their impact on children and families.

## Mission of HCSC

To build a movement of academically rigorous dual-language charter schools across America that teach children of all backgrounds to become fluent and literate in Modern Hebrew and prepare them to be productive global citizens.

## HCSC works to accomplish our mission in the following ways:

Recruiting communities, members and local foundations to partner with HCSC to establish new schools;  
Awarding planning and support grants to charter school development teams;  
Providing technical assistance in the creation and development of schools;  
Helping identify and train school leaders, teachers and Board members;  
Coordinating professional development that is customized to meet the needs of educators in Hebrew language charter schools;  
Generating and publishing curricular materials;  
Providing direct training and consultation to Hebrew language charter schools;  
Engaging in capacity-building activities that leverage the collective strength of schools in the network;  
Ensuring that schools receive legal expertise in the areas of constitutional issues and in individual state education law.

HCSC provides a wide range of resources and services to help Hebrew language charter schools deliver the highest caliber educational programs.

## New School Development

HCSC works with planning teams across the country to help develop new Hebrew charter schools. This work spans the period from initial school conception through school startup, and may include assistance in areas such as:

- Feasibility Analysis
- Charter Application Process
- Community Outreach
- Planning and Startup Grants
- Budget Modeling
- Board Formation and Training
- School Leadership and Staff Recruitment
- Student Recruitment
- Public Relations and Marketing

## **Ongoing School Support**

Once a new school opens its doors to students and families, HCSC provides a full range of ongoing support to individual schools, including:

- Curricular Resources, including those relating to Hebrew and the Culture and History of Israel and its Immigrant Communities
- Coaching and Mentoring of School Leaders and Board Members
- Operating Loans and Grants
- Support for Innovative Classroom Projects
- Site Visits
- Teacher Evaluation Practices
- Student Data Systems
- Fundraising
- Legal Issues

## **Network-wide Activities**

In addition to individualized school support, HCSC works to strengthen our entire network of schools through:

- Regional and National Convening
- Hebrew Charter School Institute
- On-line Courses for Staff
- Sharing of Best Practices
- Research and Evaluation

HCSC's services, including technical assistance, consulting, site visits, recruitment, professional development, curricular resources, access to grants and loans, and more, are made possible both by the Center's funders, and through fee arrangements with network schools.

# APPENDIX B

## Potential Facility Options

**FOR LEASE**

## Freestanding Showroom/Wholesale Building

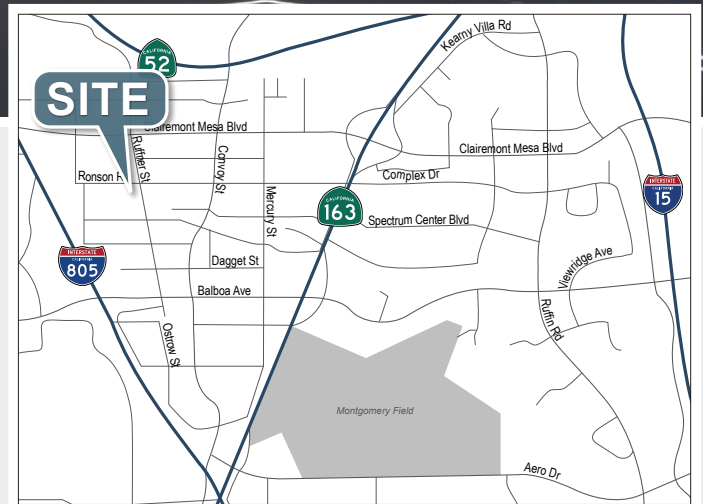
4770 Ruffner Street, San Diego, California 92111



***New Ownership · Completely Renovated***

### Property Details

Building Size:	±37,512 SF
Showroom:	±40%
Lot Size:	1.58 acres
Loading:	1 grade level door 5 dock positions with ramp
Clear Height:	14' - 16'
Zoning:	IL-2-1
Lease Rate	<b>\$1.25 IG</b>



### Property Highlights

- Freestanding building
- Fenced yard
- Corner location
- Sprinklered
- Drive-around access
- Great freeway access

#### Randy LaChance, SIOR

Senior Vice President  
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rlachance@voitco.com  
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858.453.0505 | 858.408.3976 Fax | Lic #01333376 | [www.voitco.com](http://www.voitco.com)

# Voit

REAL ESTATE SERVICES

**FOR LEASE**

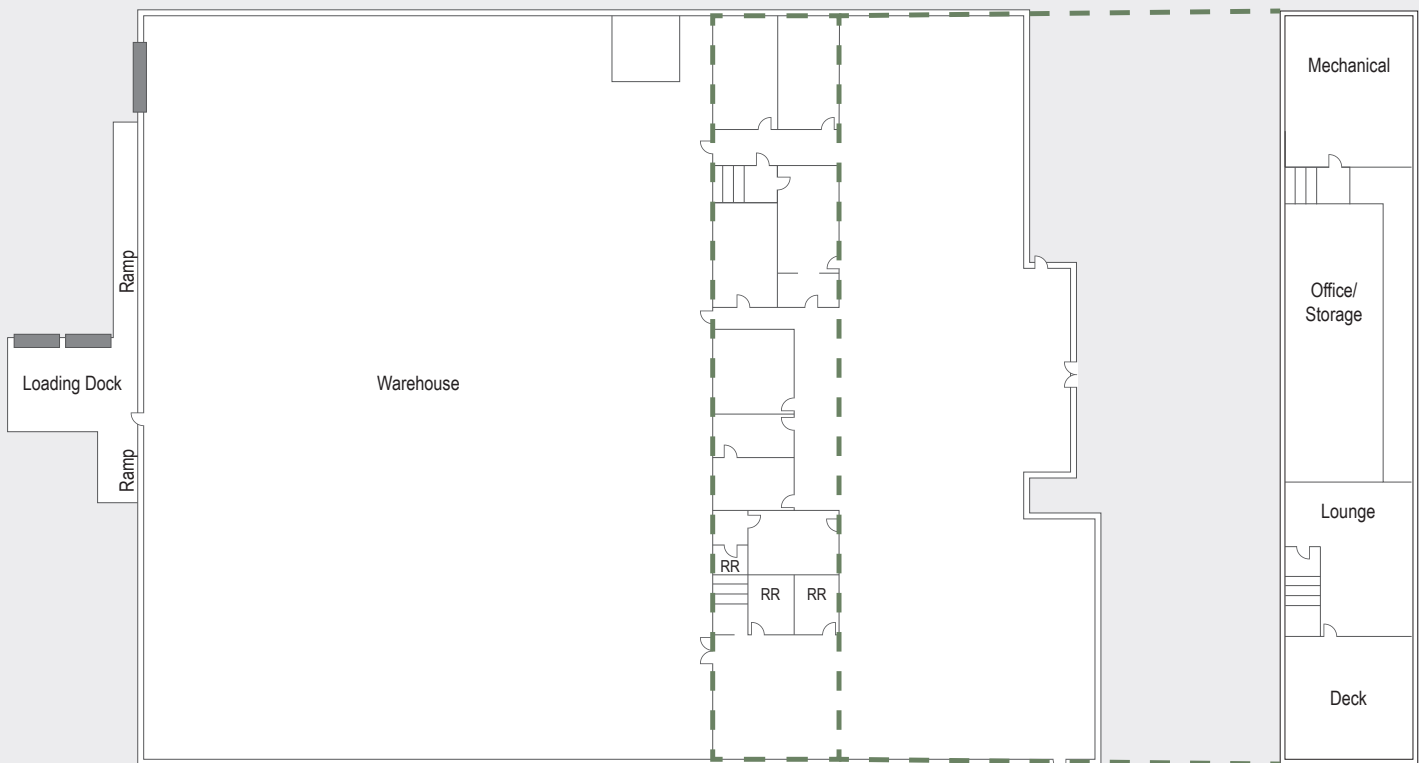
## **Freestanding Showroom/Wholesale Building**

4770 Ruffner Street, San Diego, California 92111



*First Floor*

*Second Floor*



**Randy LaChance, SIOR**

Senior Vice President

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***Voit***

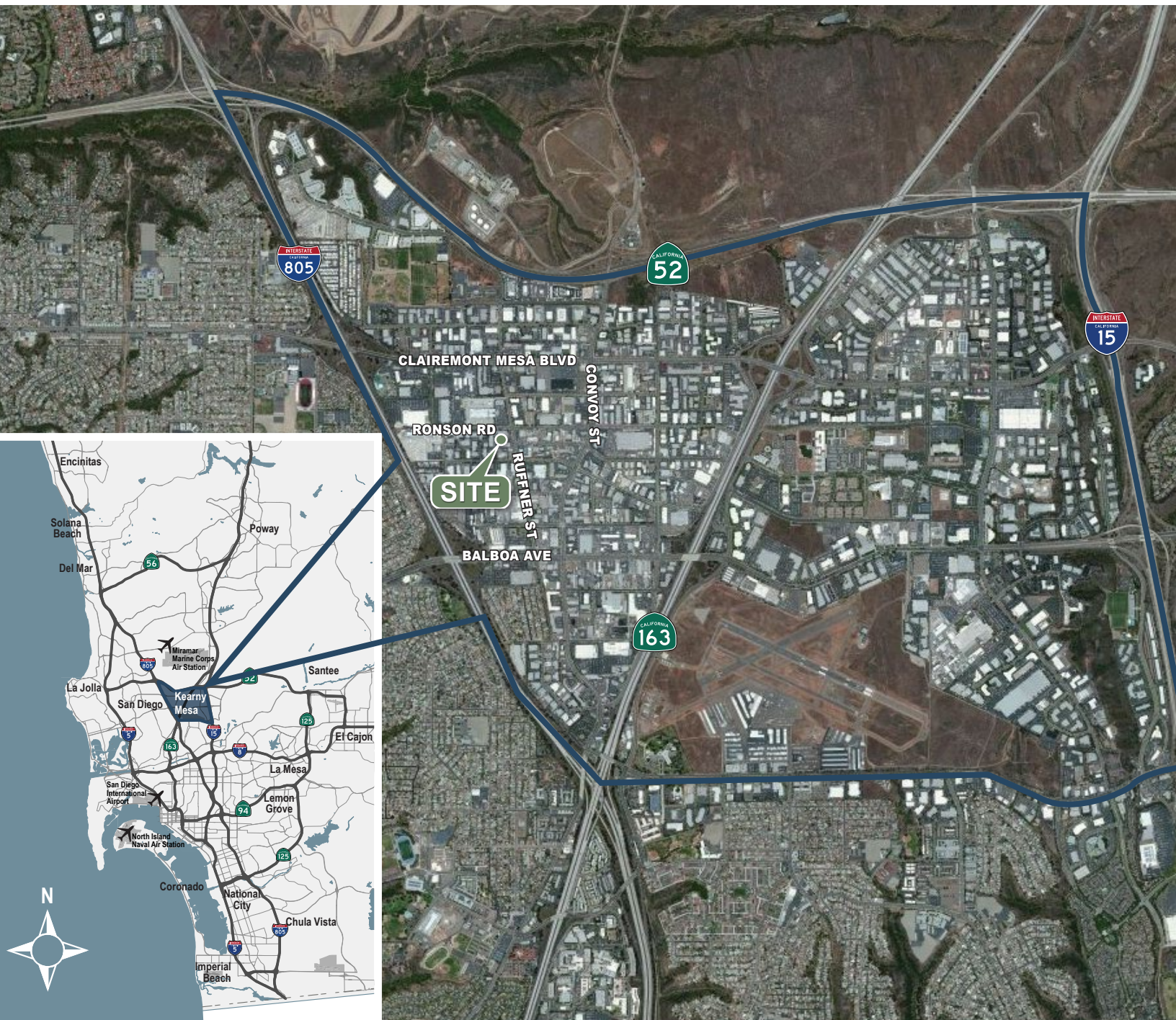
REAL ESTATE SERVICES



**FOR LEASE**

## Freestanding Showroom/Wholesale Building

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# Voit

REAL ESTATE SERVICES





# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

[www.cbre.com/sandiego](http://www.cbre.com/sandiego)



## FOR MORE INFORMATION CONTACT:

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**CBRE**



# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

## OVERVIEW

<b>BUILDING SIZE:</b>	51,000 SF
<b>PROPERTY OVERVIEW:</b>	9577 Chesapeake is a two-story office/corporate headquarter building with building top signage facing Chesapeake Drive. Property amenities include: existing back-up generator, security system and grade level loading.
<b>LOCATION:</b>	The Property is located on a mature, tree-lined street in the northern portion of Kearny Mesa, west of Interstate 15, and one block north of Clairemont Mesa Boulevard. The property is a short 15 minute drive to downtown, the airport and coastal communities. Regional access includes I-15, I-8, I-805 and SR-52 & 163.
<b>FIBER:</b>	Cox Communications
<b>PARKING:</b>	162 surface spaces - 3.2/1,000 SF leased (Equiv. to 3.7/1,000 USF based on a 15% core factor)
<b>YEAR BUILT:</b>	1990
<b>ZONING:</b>	IL-2-1
<b>PUBLIC TRANSIT:</b>	Walking distance
<b>FIRE &amp; LIFE SAFETY:</b>	Fully sprinklered
<b>HVAC:</b>	Heating and Air Conditioning is provided by roof-mounted package units
<b>FF&amp;E:</b>	The premises currently contains fully equipped, quality workstations and fully furnished offices

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# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

PHOTOS



High Image Lobby



Efficient Open Space



Impressive Building Entry



Raised Floor Area



Large/Rectangular Floor Plates



Roll-Up Door and Backup Generator

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LOCATION



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# CBRE



# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

AVAILABILITY

SUITE	SIZE	AVAILABLE	LEASE RATE	DESCRIPTION
1st Floor	25,428 SF	Vacant	\$1.50/SF, NNN NNNs: \$0.40/SF	First floor features mix of window lined and interior private offices, conference rooms, training room, server room, work room and open office area. There are existing cubicles and office furniture located throughout the premises.
2nd Floor	25,572 SF	Vacant	\$1.50/SF, NNN NNNs: \$0.40/SF	Second floor is predominately open office area complimented with 20 private offices, conference room and work/break room. There are existing cubicles and office furniture located throughout the premises.
Entire Building	51,000 SF	Vacant	\$1.50/SF, NNN NNNs: \$0.40/SF	Entire building is available.

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**CBRE**



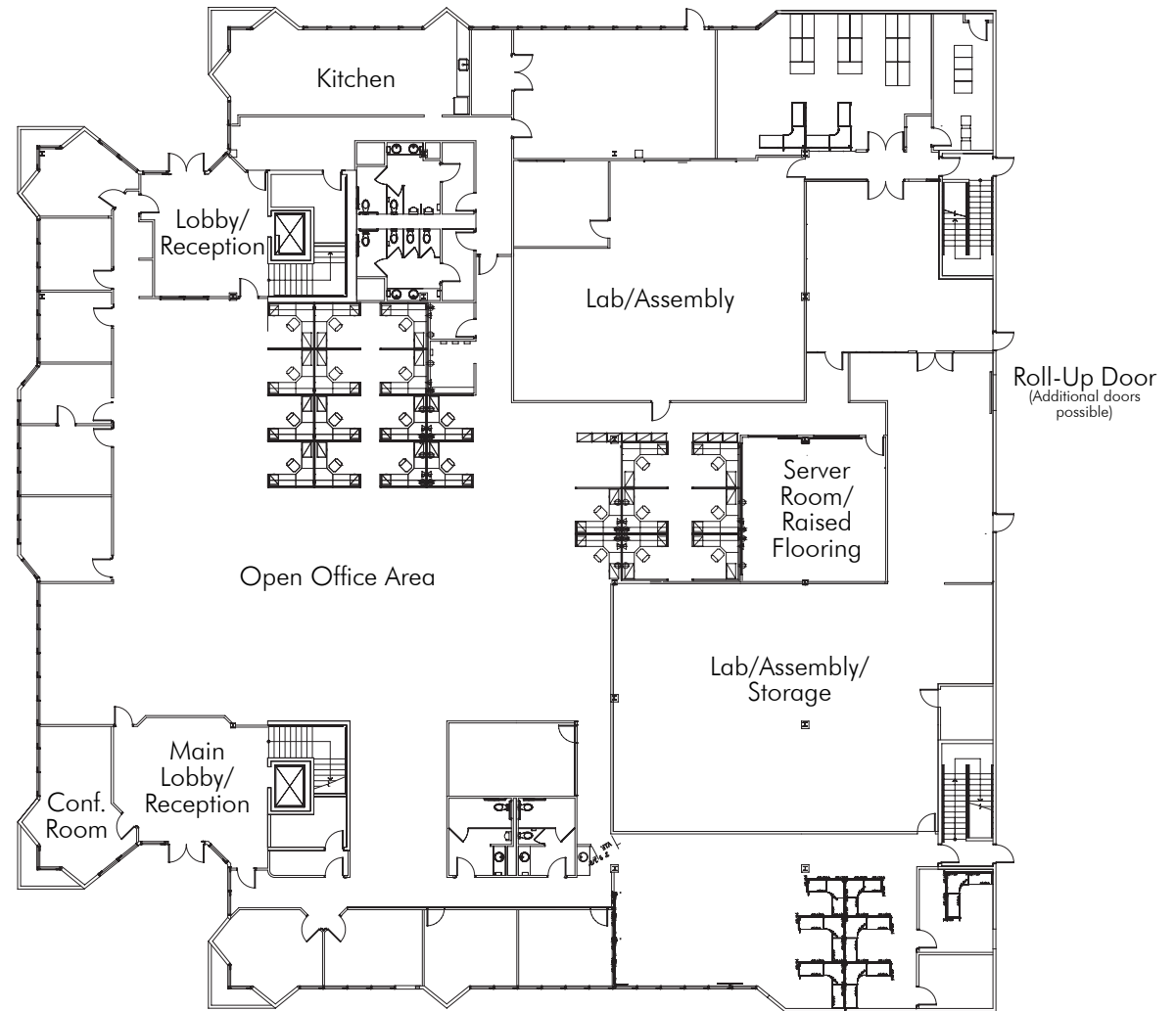
# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

## FLOOR PLANS

### 1st Floor - 25,428 SF

First floor features mix of window lined and interior private offices, conference rooms, training room, server room, work room and open office area.



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# CBRE



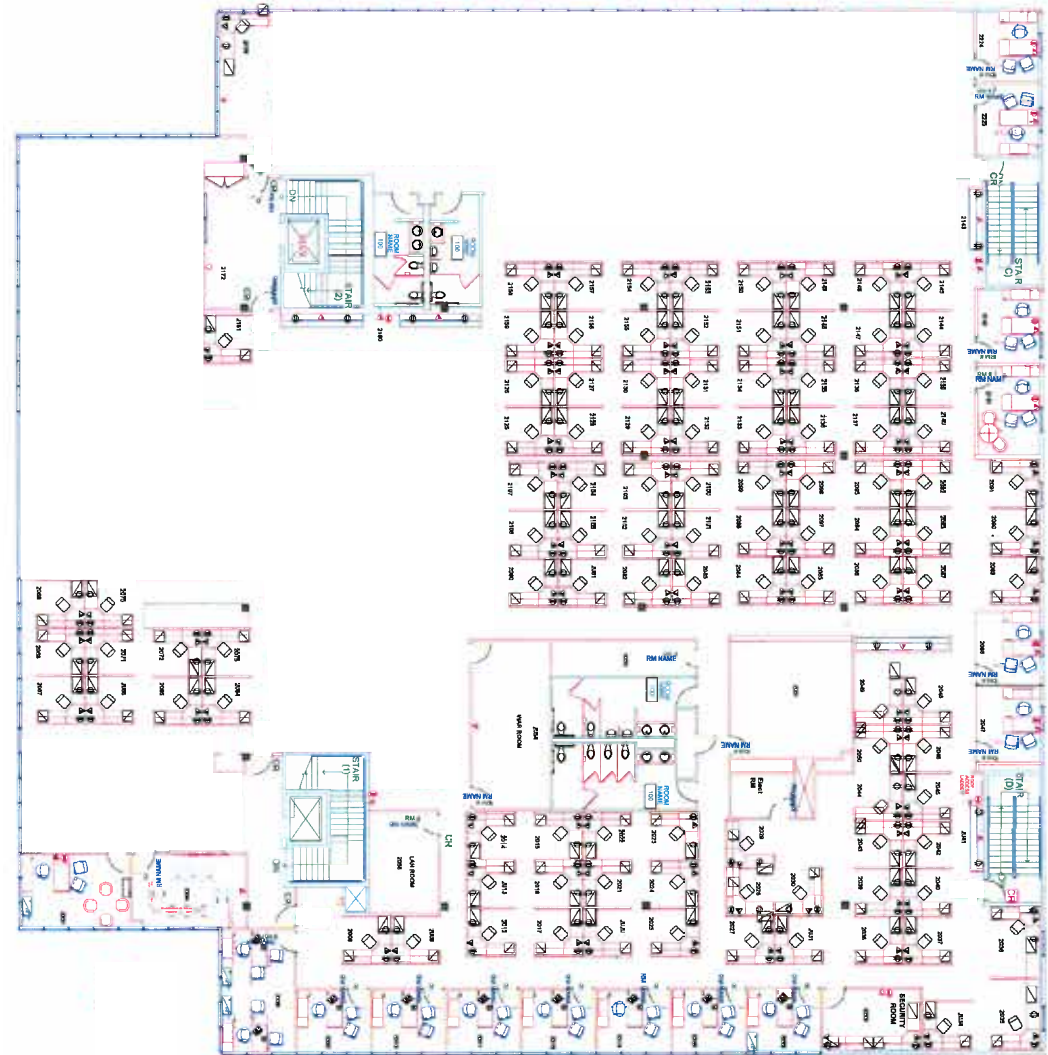
# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

## FLOOR PLANS

### 2nd Floor - 25,572 SF

Second floor is predominately open office area complimented with 20 private offices a conference room and a work/break room. There are existing cubicles and office furniture located throughout the premises.



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# CBRE



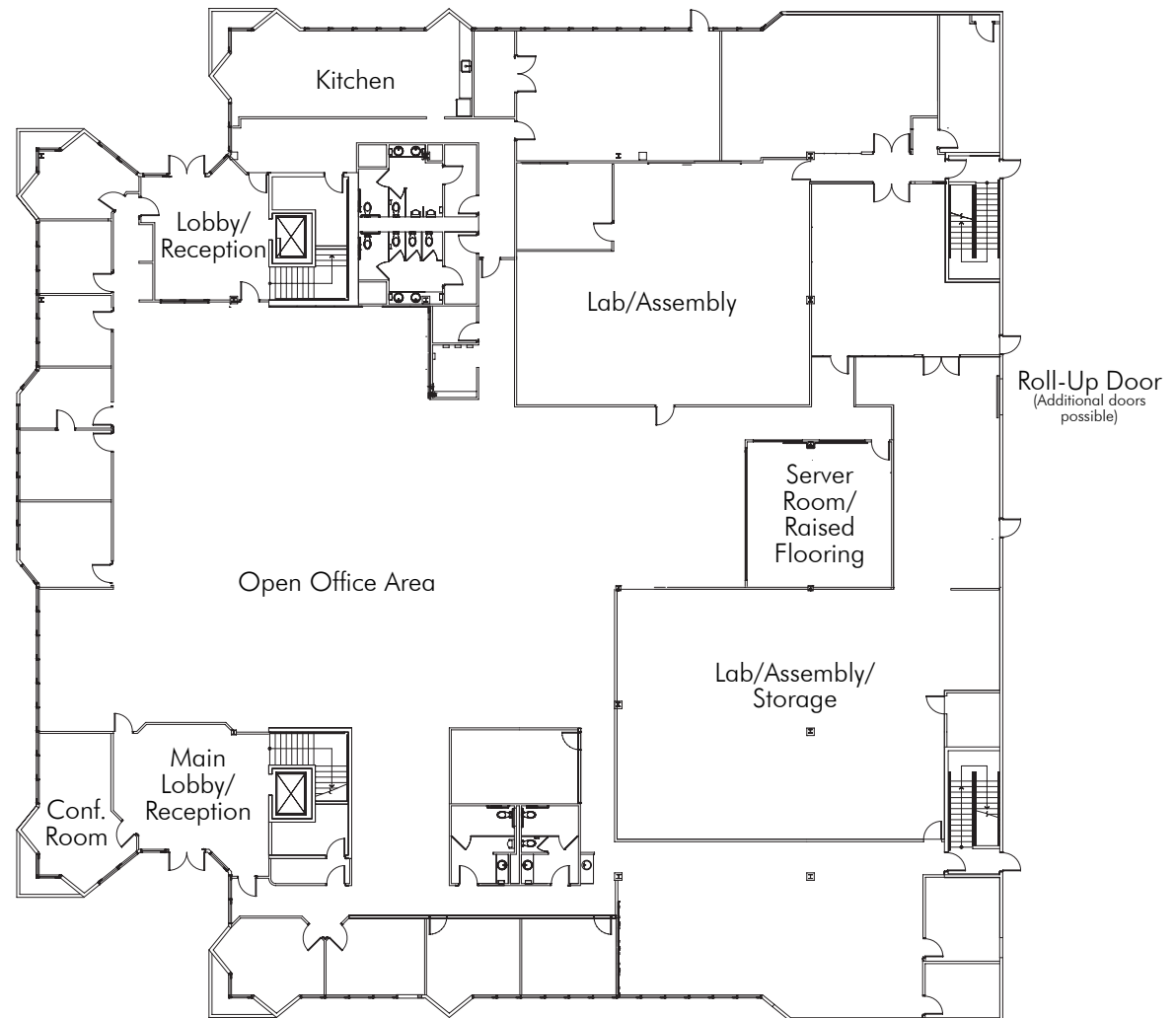


# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

## FLOOR PLANS

**1st Floor - 25,428 SF**  
No Furniture Plan



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**CBRE**



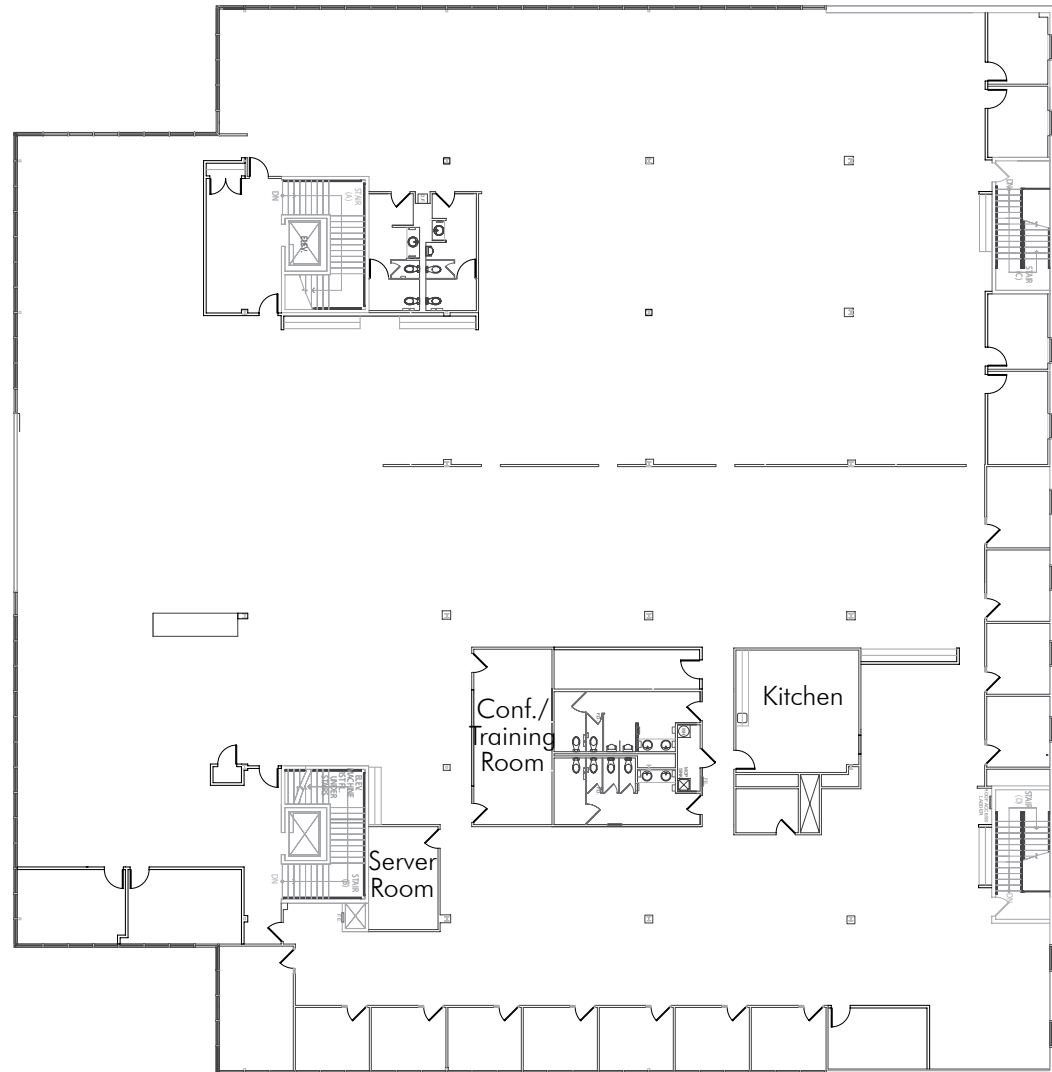
# 9577 CHESAPEAKE DRIVE

SAN DIEGO, CA 92123

FLOOR PLANS

## 2nd Floor - 25,572 SF

No Furniture Plan



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# CBRE

# APPENDIX C

## Articles of Incorporation

FEB 09 2012

**RESTATED ARTICLES OF INCORPORATION  
OF  
HEBREW LANGUAGE CHARTER SCHOOL OF SAN DIEGO**

The undersigned certify that:

1. They are the President and the Secretary of Hebrew Language Charter School of San Diego, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

**I.**

The name of the Corporation shall be Kavod Elementary Charter School.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the

Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

#### IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

#### V.

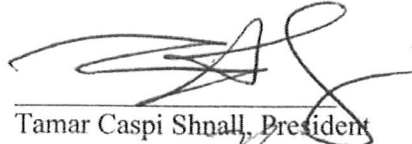
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.


4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: February 7, 2012



Tamar Caspi Shnall, President



Harriet Herman, Secretary

# APPENDIX D

## ByLaws



**BYLAWS  
OF  
KAVOD ELEMENTARY CHARTER SCHOOL**

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Kavod Elementary Charter School

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation shall be located in the City and County of San Diego, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws, provided that one (1) seat shall be reserved for a parent or guardian representative. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as determined by the Board of Directors with four (4) seats serving a term of two (2) years and three (3) seats serving a term of three (3) years. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Tamar Caspi Shnall	July 2015
Ethan J. Marcus	July 2015
Michael Rosenbaum	July 2015
Harriet Herman	July 2014
Sue Yun Choi Bawale	July 2014
Parent representative	July 2014
Vacant Board seat	July 2014

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of

Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7.     USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8.     EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the parent or guardian representative to have at least one child attending Kavod Elementary Charter School.

Section 9.     RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.    DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11.    REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12.    VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13.    NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14.    PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be

held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the

business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.



time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules,

the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Chairman of the Board, a Vice-Chairman of the Board, a Secretary, and a Chief Financial Officer, who shall be referred to as the "Treasurer." The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. The Chairman of the Board of Directors shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise



and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8.     **PRESIDENT.** The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9.     **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10.    **TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (c) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer,

employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

#### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

#### **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

#### **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;

- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Kavod Elementary Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

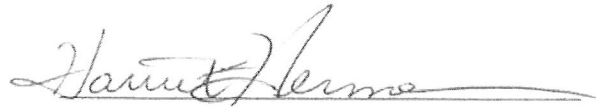
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the

Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Kavod Elementary Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on January 31, 2012; and that these bylaws have not been amended or modified since that date.

Executed on February 7, 2012 at San Diego, California.

A handwritten signature in cursive script, reading "Harriet Herman", written over a horizontal line.

Harriet Herman, Secretary

# APPENDIX E

## Conflict of Interest

4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

## 2020 ORGANIZATIONAL POLICIES

### 2020.1 *Organizational Conflict of Interest or Self-Dealing (Related Parties)*

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between the agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board or its governing body, by the Charter School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between the Charter School and members of the Board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, fathers-in-law, mothers-in-law, sisters-in-law and brothers-in-law of a Board member or school employee.

### 2020.2 *The Board Authorities*

The Board shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the Charter School's name, with SDUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board will meet regularly according to the annual Board Calendar to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

### 2020.3 *Signature Authorities*



# APPENDIX F

## Job Descriptions

## **Director Specific Job Responsibilities may include:**

### Daily Operations, School Culture and Academic Program

- Attends to issues that concern Kavod Elementary as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all Kavod Elementary students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Analyzes formative and summative student assessment data to guide improved student achievement
- Leads faculty development of curriculum and instructional strategies
- Designs a staff development plan which is data driven and consistent with fostering measurable student outcomes

### Human Resources

- Leads the hiring process with the support of the Curriculum & Instruction & Testing Coordinator (Curriculum Coordinator) and makes all staff hiring and firing decisions.
- Evaluates faculty and staff
- Manages personnel-related records and activities, including monitoring records for tuberculosis screening and credential expiration dates
- Maintains Kavod Elementary human resource packets, including the following information
- Prerequisites for hiring
- New hire packet
- Oversees credentialing paperwork and the monitoring process
- Receives complaints and grievances and responds appropriately to address or resolve the concerns

### Liaison to Governance, Legal Compliance, and Fiduciary Oversight

- Reports to the Board
- Supports work of Board committees
- Oversees work of administrative committees
- Designs and oversees the budget and all fiscal reports and audit procedures with the support of the Board Treasurer and the fiscal services provider
- Monitors legislative and policy developments related to programmatic and fiscal operations
- Serves as the primary point of contact for questions and referrals to other school personnel
- Maintains and insures proper use of confidential files, which may include student, personnel and payroll records



## **Kavod Elementary Job Descriptions**

### **Professional Development**

- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Plan and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Actively participates in the evaluation process.
- Participate in required committee work.
- Attend professional development as established by the school or the Hebrew Charter School Center
- Plan and implement professional development opportunities that enhance the development of the Hebrew and Israeli culture aspects of the program

## **Curriculum Coordinator Specific Job Responsibilities may include:**

### **Curricular Development and Adherence**

- Develop additional instructional units and supporting aids based on the proficiency approach to be used in Hebrew Charter Schools
- Develop detailed guidelines for teachers on how to use Hebrew instructional units
- Develop entry level proficiency tests.
- Design technology-based lesson to support Hebrew curriculum
- Review published Hebrew curriculum
- Develop assessment and evaluation materials for Hebrew units
- Develop materials and strategies to challenge/differentiate instruction for proficient students
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks
- Observe school policies and procedures and adopted administrative regulations pertaining to curriculum.
- Possess proficiency in subject matter and knowledge of curricular guidelines.
- Keeps current with research, new ideas, practices and developments within the School, the state and nationally.
- Maintain lesson plans that reflect knowledge, skills, and concepts in curricular areas.
- Align the lesson objective with the curriculum, state standards, and school goals.
- Align all instructional materials to the specific lesson objective.
- Logically sequences course topics.
- Present course materials in a clear, unambiguous manner.
- Long- and short-range evaluation instruments align with adopted curriculum.
- Participate in the curriculum revision process in the school.
- Implements new ideas.
- Use school adopted curricula and texts and appropriate supplementary materials, either published or teacher designed which are appropriately aligned with curricular objectives.

### **Pupil Progress**

- Ensure that all students in their classes are achieving at high levels both academically and socially and takes responsibility for improving the performance of all students.
- Ensure all students are achieving at high levels in the Hebrew language.
- Develop assessment measures that match the established curriculum.
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Uses knowledge of the curriculum and the standards of student performance to plan appropriate long and short-term goals.
- Collaborate with General Education teachers and special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Kavod Elementary community

### **Professional Development**

- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Plan and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Actively participates in the evaluation process.



## **Kavod Elementary Job Descriptions**

- Participate in required committee work.
- Attend professional development as established by the school or the Hebrew Charter School Center
- Plan and implement professional development opportunities that enhance the development of the Hebrew and Israeli culture aspects of the program

### **Learning Environment**

- Is enthusiastic about teaching and working with children.
- Demonstrates a genuine respect for all students.
- Create a community that maintains the school's high academic and social expectations for students
- Is aware and sensitive at all times as to what is happening
- Encourages students to participate and take responsibility for their learning.
- Provides feedback and encouragement to all students.
- Creates opportunities for student collaboration, decision-making, team building, leadership, and other transferable skills.
- Demonstrates the ability to view the learning environment as extending beyond the classroom.
- Plans lessons or units to include opportunities for students to demonstrate success and be acknowledged.
- Provides opportunities for student choice and decision-making.
- Adheres to consistent Discipline and Character Development program to maintain school standards of pupil behavior in and out of the classroom.
- Establishes, communicates, and enforces behavior consequences.
- Maintains a clean, safe, functional and attractive area
- Maintains knowledge of and adheres to the school's emergency procedures.
- Build relationships with families of Kavod Elementary students through frequent communication about students' progress and ways that families can support their children's learning

### **Program Development**

- Support and helps to lead the Kavod Recruitment and Outreach
- Participate in the identification of School goals and objectives and the development of strategies for their implementation.
- Meet expectations of adopted administrative regulations and procedures pertaining to non-instructional responsibilities.
- Plan and coordinate the work of aides, teacher assistants and other para-professionals, including parent volunteers.
- Actively contributes as a member of a grade level, departmental or faculty team and is supportive of other staff members and their efforts.
- Bi-weekly Parent Information meetings
- Assist in developing student and parent policies and handbook
- Assist in developing parent participation and involvement policies
- Support facility selection
- Support parent organization design
- Support school leadership design
- Support school staff selection process design
- Support employee handbook development
- Support school safety plan development
- Interview and Reference Check Candidates
- Hebrew Credential Review
- Support Enrollment Lottery

**Instructional Methodologies – based on enrollment and need for instructors in the classroom**

- Covers appropriate content as determined by the curriculum and provides opportunities for students to participate in a variety of learning activities.
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks
- Plan purposefully to provide students with opportunities to construct meaning and to develop understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Observes School policies and procedures and adopted administrative regulations pertaining to instruction.
- Demonstrates mastery and involvement.
- Develops instructional plans on a yearly and unit basis.
- Plans daily lessons to achieve identified lesson objectives with a primary focus on student engagement and student success.
- Has a wide range of instructional and assessment strategies and uses them appropriately.
- Addresses the learning style differences and needs of all individual students.
- Balances instruction to include direct instruction, lessons, discussions, activities, practice, modeling, demonstrations, teacher presentation, teacher questioning and other strategies.
- Engages students in the activity of the lesson.
- Provides closure at the end of lessons and/or units.
- Effective lesson development integrates components into a conceptual whole, which establishes meaning for students and moves them toward achieving lesson objectives.
- Uses appropriate questioning strategies to elicit basic facts and concepts, to encourage the exchange of ideas or information among students, and to stimulate higher-level thinking.
- Provides opportunities for problem solving.
- Uses assignments to enhance student understanding.
- Responds to student questions in a way that builds toward achieving lesson objectives.
- Extends beyond the basic subject matter to bridge and reinforce knowledge from a variety of interrelated sources.
- Collaborate with Hebrew teachers, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement

## Administrative Assistant Specific Job Responsibilities may include:

### General Responsibilities:

- Working with director on marketing and recruitment including attending marketing and recruitment events. Some events will be held on weekends and in the evenings.
- Oversight of office management such as attending to phone calls, ordering supplies, keeping the site tidy: Monitor inventory levels of office and designated supplies; order, receive and maintain appropriate levels of inventory as required; prepare, process and code purchase orders and invoices as assigned; arrange for billings and payments as directed.
- Plan, coordinate and organize office activities and coordinate flow of communications and information for the administrator
- Oversight of student discipline and first aid as necessary
- Oversight of student supervision when required
- Compile information and prepare and maintain a variety of records, logs and reports related to programs, students, attendance, staff, projects and assigned duties; establish and maintain filing systems; revise, verify, proofread and edit a variety of documents.
- Data Entry and data/report analysis: Input a variety of data into an assigned computer system; establish and maintain automated records and files; initiate queries, develop spreadsheets, manipulate data and generate various computerized lists and reports as requested; assure accuracy of input and output data.
- General Resource for school employees
- Works with Director on fundraising and grant writing and associated data tracking
- Distribute, collect, process and evaluate a variety of forms and applications, assist with the preparation, processing and maintenance of information, records and related materials as assigned.
- Serve as general secretary for meetings
- Compose, independently or from oral instructions, note or rough draft, a variety of communication materials such as forms, letters, memoranda, bulletins, agenda items, labels, fliers, requisitions, handbooks, newsletters, brochures, certificates, contracts and other materials; format materials to meet program and office needs.
- Research, compile and verify a variety of data and information; compute statistical information for various federal, State and local reports as necessary; identify and resolve a variety of financial and statistical discrepancies; assure mandated reports are completed and submitted to appropriate agency according to established time lines.
- Receive, open, sort, screen and distribute incoming mail; compose replies independently or from oral direction; prepare and distribute informational packets and bulk mailings.
- Undergoes professional development opportunities to more successfully meet program needs and expectations.
- Develop and foster a constant dialogue with families.
- General assistance per request of director.

### Program Development:

- Participates in the identification of School goals and objectives and the development of strategies for their implementation.
- Meets expectations of adopted administrative regulations and procedures pertaining to non-instructional responsibilities.
- Plans and coordinates the work of aides, teacher assistants and other para-professionals, including parent volunteers.
- Actively contributes as a member of the faculty team and is supportive of other staff members and their efforts.
- Serves as point of contact in lieu director absence.
- Create/nurture community contacts to help program grow.

### Professional Conduct:

- Maintains universally accepted standards of conduct for teachers.
- Maintains fair and equitable relationships with students.



## **Kavod Elementary Job Descriptions**

- Instructs pupils, especially as a role model, in citizenship skills.
- Respects student confidentiality and releases information about a student only to that student or his/her parents/guardians or authorized school personnel.
- Remains forthright, clear, honest and respectful in communications with parents and recognizes their importance as partners in the educational process.
- Operate according to the professional standards of the school, as defined in the school's policies and Employee Handbook.

### **Schedule:**

- The Administrative Assistant Position works year round based off the administrative calendar.
- Is present at outreach/marketing events that oftentimes take place on weekends or evenings in various locations.
- Within a reasonable scope, be available to families and staff to promote school unity.



## **Core Teacher Specific Job Responsibilities may include:**

### **Pupil Progress**

- Ensure that all students in their classes are achieving at high levels both academically and socially and takes responsibility for improving the performance of all students.
- Develops assessment measures that match the established curriculum.
- Develops and/or uses appropriate evaluation systems and techniques which monitor students' progress toward mastering curricular objectives.
- Reviews test scores and class work ensuring students are practicing at a high rate of accuracy and mastering the new learning.
- Determines student needs through the use of appropriate diagnostic techniques and tools.
- Develops and uses appropriate methods for recording students' progress. Maintains complete and accurate records. Maintains records of specific concept and skill achievement as related to grade level and subject standards.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement
- Uses knowledge of the curriculum and the standards of student performance to plan appropriate long and short-term goals.
- Uses student progress data to design classroom instruction and instructional intervention.
- Designs and implements appropriate instructional interventions for students slow to achieve mastery or for students who have already achieved mastery.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Kavod Elementary community
- Identifies and assists students having special needs, requests assistance from appropriate support staff and implements their recommendations.
- Requires completion of all assigned class work and homework, modified as necessary.
- Uses professionally accepted techniques to motivate students to perform at their highest level.
- Uses a variety of grouping patterns to meet the needs of individuals.
- Evaluates pupil's academic performance and social growth; prepares progress reports and communicates with parents and pupils on the individual pupil's progress.

### **Instructional Methodologies**

- Covers appropriate content as determined by the curriculum and provides opportunities for students to participate in a variety of learning activities.
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks
- Plan purposefully to provide students with opportunities to construct meaning and to develop understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Observes School policies and procedures and adopted administrative regulations pertaining to instruction.
- Demonstrates mastery and involvement.
- Develops instructional plans on a yearly and unit basis.
- Plans daily lessons to achieve identified lesson objectives with a primary focus on student engagement and student success.

## Kavod Elementary Job Descriptions

- Has a wide range of instructional and assessment strategies and uses them appropriately.
- Addresses the learning style differences and needs of all individual students.
- Balances instruction to include direct instruction, lessons, discussions, activities, practice, modeling, demonstrations, teacher presentation, teacher questioning and other strategies.
- Engages students in the activity of the lesson.
- Provides closure at the end of lessons and/or units.
- Effective lesson development integrates components into a conceptual whole, which establishes meaning for students and moves them toward achieving lesson objectives.
- Uses appropriate questioning strategies to elicit basic facts and concepts, to encourage the exchange of ideas or information among students, and to stimulate higher-level thinking.
- Provides opportunities for problem solving.
- Uses assignments to enhance student understanding.
- Responds to student questions in a way that builds toward achieving lesson objectives.
- Extends beyond the basic subject matter to bridge and reinforce knowledge from a variety of interrelated sources.
- Collaborate with Hebrew teachers, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement

### Curricular Adherence

- Observes School policies and procedures and adopted administrative regulations pertaining to curriculum.
- Possesses proficiency in subject matter and knowledge of curricular guidelines.
- Keeps current with research, new ideas, practices and developments within the School, the state and nationally.
- Maintains lesson plans that reflect knowledge, skills, and concepts in curricular areas.
- Aligns the lesson objective with the curriculum, state standards, and school goals.
- Aligns all instructional materials to the specific lesson objective.
- Can articulate the context of a given lesson objective with the course/subject curriculum.
- Logically sequences course topics.
- Presents course materials in a clear, unambiguous manner.
- Long- and short-range evaluation instruments align with adopted curriculum.
- Participates in the curriculum revision process in the school.
- Implements new ideas.
- Uses School adopted curricula and texts and appropriate supplementary materials, either published or teacher designed which are appropriately aligned with curricular objectives.
- Work collaboratively with Curriculum Coordinator
  - To assist with curriculum development
  - To integrate Hebrew language effectively into the curriculum in age- and culturally-appropriate ways
  - To develop and implement the integration of service learning into the curriculum
  - To development or adapt specialized curriculum related to Hebrew language integration in general and to the Culture and History of Israel and its Immigrant Communities specifically

### Learning Environment

- Is enthusiastic about teaching and working with children.
- Demonstrates a genuine respect for all students.
- Create a classroom community that maintains the school's high academic and social expectations for students
- Is aware and sensitive at all times as to what is happening in the classroom.
- Encourages students to participate and take responsibility for their learning.
- Provides feedback and encouragement to all students.



## **Kavod Elementary Job Descriptions**

- Creates opportunities for student collaboration, decision-making, team building, leadership, and other transferable skills.
- Demonstrates the ability to view the learning environment as extending beyond the classroom.
- Plans lessons or units to include opportunities for students to demonstrate success and be acknowledged.
- Provides opportunities for student choice and decision-making.
- Plans for appropriate use of students' time during class time.
- Plans for transitions from one activity to another.
- Paces lessons appropriately.
- Plans for instructional and behavioral techniques to increase student-engaged time.
- Adheres to consistent Discipline and Character Development program to maintain school standards of pupil behavior in and out of the classroom.
- Arranges room and assigned seating to minimize disruptions or misbehavior and to meet the needs of students with special concerns.
- Establishes, communicates, and enforces behavior consequences.
- Maintains a clean, safe, functional and attractive room.
- Maintains knowledge of and adheres to the school's emergency procedures.
- Build relationships with families of Kavod Elementary students through frequent communication about students' progress and ways that families can support their children's learning
- Supervises students both inside and outside of classroom
- Adheres to schedule and expected duties

### **Professional Development**

- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Plans and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Actively participates in the evaluation process.
- Participates in required committee work.

### **Program Development**

- Participates in the identification of School goals and objectives and the development of strategies for their implementation.
- Meets expectations of adopted administrative regulations and procedures pertaining to non-instructional responsibilities.
- Plans and coordinates the work of aides, teacher assistants and other para-professionals, including parent volunteers.
- Actively contributes as a member of a grade level, departmental or faculty team and is supportive of other staff members and their efforts.
- Participates in events for the school beyond daily work schedule.

## **Hebrew Instructor Specific Job Responsibilities may include:**

### **Pupil Progress**

- Ensure that all students in their classes are achieving at high levels both academically and socially and takes responsibility for improving the performance of all students.
- Ensures all students are achieving at high levels in the Hebrew language.
- Develops assessment measures that match the established curriculum.
- Develops and/or uses appropriate evaluation systems and techniques which monitor students' progress toward mastering curricular objectives.
- Reviews test scores and class work ensuring students are practicing at a high rate of accuracy and mastering the new learning.
- Determines student needs through the use of appropriate diagnostic techniques and tools.
- Develops and uses appropriate methods for recording students' progress. Maintains complete and accurate records. Maintains records of specific concept and skill achievement as related to grade level and subject standards.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement
- Uses knowledge of the curriculum and the standards of student performance to plan appropriate long and short-term goals.
- Uses student progress data to design classroom instruction and instructional intervention.
- Designs and implements appropriate instructional interventions for students slow to achieve mastery or for students who have already achieved mastery.
- Collaborate with General Education teachers and special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Kavod Elementary community
- Identifies and assists students having special needs, requests assistance from appropriate support staff and implements their recommendations.
- Requires completion of all assigned class work and homework, modified as necessary.
- Uses professionally accepted techniques to motivate students to perform at their highest level.
- Uses a variety of grouping patterns to meet the needs of individuals.
- Evaluates pupil's academic performance and social growth; prepares progress reports and communicates with parents and pupils on the individual pupil's progress.

### **Instructional Methodologies**

- Covers appropriate content as determined by the curriculum and provides opportunities for students to participate in a variety of learning activities.
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks
- Plan purposefully to provide students with opportunities to construct meaning and to develop understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Observes School policies and procedures and adopted administrative regulations pertaining to instruction.
- Demonstrates mastery and involvement.
- Develops instructional plans on a yearly and unit basis.

## Kavod Elementary Job Descriptions

- Plans daily lessons to achieve identified lesson objectives with a primary focus on student engagement and student success.
- Has a wide range of instructional and assessment strategies and uses them appropriately.
- Addresses the learning style differences and needs of all individual students.
- Balances instruction to include direct instruction, lessons, discussions, activities, practice, modeling, demonstrations, teacher presentation, teacher questioning and other strategies.
- Engages students in the activity of the lesson.
- Provides closure at the end of lessons and/or units.
- Effective lesson development integrates components into a conceptual whole, which establishes meaning for students and moves them toward achieving lesson objectives.
- Uses appropriate questioning strategies to elicit basic facts and concepts, to encourage the exchange of ideas or information among students, and to stimulate higher-level thinking.
- Provides opportunities for problem solving.
- Uses assignments to enhance student understanding.
- Responds to student questions in a way that builds toward achieving lesson objectives.
- Extends beyond the basic subject matter to bridge and reinforce knowledge from a variety of interrelated sources.
- Collaborate with other teachers, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement

### Curricular Adherence

- Observes School policies and procedures and adopted administrative regulations pertaining to curriculum.
- Possesses proficiency in subject matter and knowledge of curricular guidelines.
- Keeps current with research, new ideas, practices and developments within the School, the state and nationally.
- Maintains lesson plans that reflect knowledge, skills, and concepts in curricular areas.
- Aligns the lesson objective with the curriculum, state standards, and school goals.
- Aligns all instructional materials to the specific lesson objective.
- Can articulate the context of a given lesson objective with the course/subject curriculum.
- Logically sequences course topics.
- Presents course materials in a clear, unambiguous manner.
- Long- and short-range evaluation instruments align with adopted curriculum.
- Participates in the curriculum revision process in the school.
- Implements new ideas.
- Uses School adopted curricula and texts and appropriate supplementary materials, either published or teacher designed which are appropriately aligned with curricular objectives.
- Work collaboratively with Curriculum Coordinator
  - To assist with curriculum development
  - To integrate Hebrew language effectively into the curriculum in age- and culturally-appropriate ways
  - To develop and implement the integration of service learning into the curriculum
  - To development or adapt specialized curriculum related to Hebrew language integration in general and to the Culture and History of Israel and its Immigrant Communities specifically

### Learning Environment

- Is enthusiastic about teaching and working with children.
- Demonstrates a genuine respect for all students.
- Create a classroom community that maintains the school's high academic and social expectations for students



## **Kavod Elementary Job Descriptions**

- Is aware and sensitive at all times as to what is happening in the classroom.
- Encourages students to participate and take responsibility for their learning.
- Provides feedback and encouragement to all students.
- Creates opportunities for student collaboration, decision-making, team building, leadership, and other transferable skills.
- Demonstrates the ability to view the learning environment as extending beyond the classroom.
- Plans lessons or units to include opportunities for students to demonstrate success and be acknowledged.
- Provides opportunities for student choice and decision-making.
- Plans for appropriate use of students' time during class time.
- Plans for transitions from one activity to another.
- Paces lessons appropriately.
- Plans for instructional and behavioral techniques to increase student-engaged time.
- Adheres to consistent Discipline and Character Development program to maintain school standards of pupil behavior in and out of the classroom.
- Arranges room and assigned seating to minimize disruptions or misbehavior and to meet the needs of students with special concerns.
- Establishes, communicates, and enforces behavior consequences.
- Maintains a clean, safe, functional and attractive room.
- Maintains knowledge of and adheres to the school's emergency procedures.
- Build relationships with families of Kavod Elementary students through frequent communication about students' progress and ways that families can support their children's learning
- Is organized and provides resources
- Supervises students inside and outside of the classroom

### **Professional Development**

- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Plans and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Actively participates in the evaluation process.
- Participates in required committee work.

### **Program Development**

- Participates in the identification of School goals and objectives and the development of strategies for their implementation.
- Meets expectations of adopted administrative regulations and procedures pertaining to non-instructional responsibilities.
- Plans and coordinates the work of aides, teacher assistants and other para-professionals, including parent volunteers.
- Actively contributes as a member of a grade level, departmental or faculty team and is supportive of other staff members and their efforts.

## **Support Teacher Specific Job Responsibilities may include:**

### **RESPONSIBILITIES**

#### **Pupil Progress**

- Ensure that all students in their classes are achieving at high levels both academically and socially and takes responsibility for improving the performance of all students
- Ensure all students are achieving at high levels
- Ensure students are practicing at a high rate of accuracy and mastering the new learning.
- Assist students having special needs and or who need targeted lessons/intervention to enhance their learning
- Uses professionally accepted techniques to motivate students to perform at their highest level

#### **Instructional Methodologies**

- Addresses the learning style differences and needs of all individual students
- Engages students in the activity of the lesson
- Uses appropriate questioning strategies to elicit basic facts and concepts, to encourage the exchange of ideas or information among students, and to stimulate higher-level thinking
- Provides opportunities for problem solving
- Responds to student questions in a way that builds toward achieving lesson objectives
- Keeps current with research, new ideas, practices and developments within the School, the state and nationally.

#### **Learning Environment**

- Observes School policies and procedures
- Is enthusiastic about teaching and working with children
- Demonstrates a genuine respect for all students
- Aides in creating a classroom community that maintains the school's high academic and social expectations for students
- Is aware and sensitive at all times as to what is happening in the classroom
- Encourages students to participate and take responsibility for their learning
- Provides feedback and encouragement to all students
- Demonstrates the ability to view the learning environment as extending beyond the classroom
- Provides opportunities for student choice and decision-making
- Adheres to consistent Discipline and Character Development program to maintain school standards of pupil behavior in and out of the classroom
- Communicates, and enforces behavior consequences
- Maintains a clean, safe, functional and attractive room
- Maintains knowledge of and adheres to the school's emergency procedures.
- Build relationships with families of Kavod Elementary students
- Fulfills roles of lead teacher/substitute, at any grade level, when necessary.
- Supervises students both inside and outside of the classroom
- Adheres to schedule and expected duties

#### **Professional Development**

- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary to increase his or her effectiveness in the classroom and in the school community
- Actively participates in the evaluation process
- Participates in required committee work



## **Kavod Elementary Job Descriptions**

- Work with current lead teachers to develop plans and design lessons to ensure consistency in style, methodology and content and work with current lead teacher to ensure smooth classroom management

### **Program Development**

- Participates in the identification of School goals and objectives and the development of strategies for their implementation
- Meets expectations of adopted administrative regulations and procedures pertaining to non-instructional responsibilities

Actively contributes as a member of a grade level, departmental or faculty team and is supportive of other staff members and their efforts



# APPENDIX G

## Public Safety Plan



# **SAN DIEGO UNIFIED SCHOOL DISTRICT**

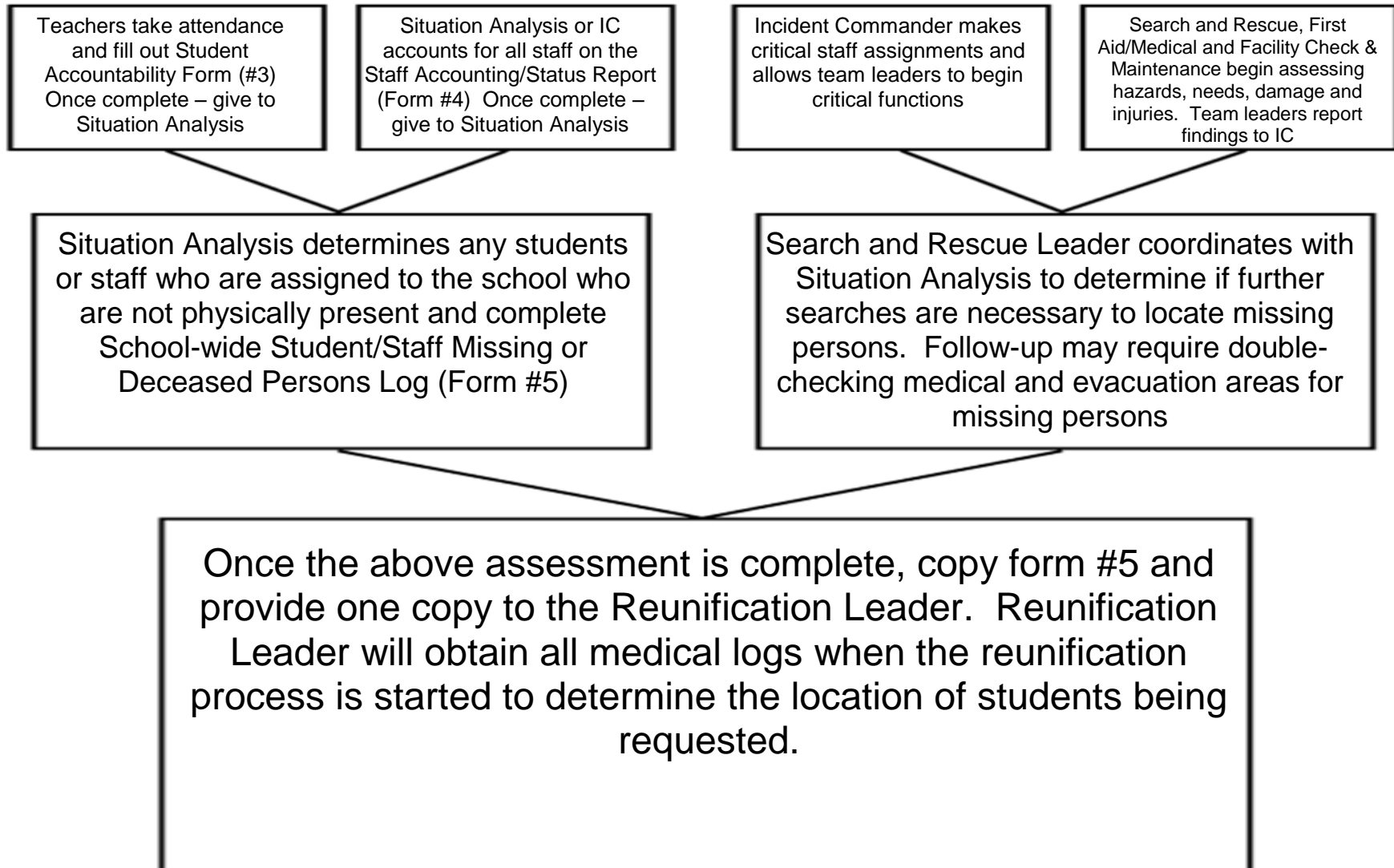
## **Site Emergency Response Plan**

### **Kavod Elementary**

**3201 Marathon Drive, 92123**

**PUBLIC DOCUMENT**

# Emergency Startup Procedures



## **Table of Contents**

### *SECTION ONE* - Site Facility Information

Site Hazard Assessment Summary

Site Resource Information

Site Emergency Response Box Information

### *SECTION TWO* – Emergency Procedures

Persons with Disabilities

Site Shelter-In-Place Procedure

Site Lockdown Procedure

Site Incident Command Team Assignments

### **Printed Separately**

### *SECTION THREE*– Emergency Procedures, Roles & Responsibilities

Site Earthquake Procedure

Site Fire Procedure

Site Parent Notification & Reunification Procedure

Disaster Related Administrative & Emergency Procedures

Site Incident Command Team Responsibilities

Site Incident Command Team Organization Chart

Position Activation Information

Position Descriptions (Detailed)

### *SECTION FOUR* – Site Incident Command Forms

Site Forms #01 - #14

### *SECTION FIVE* – Site Hazard Assessment Key (6 Pages)

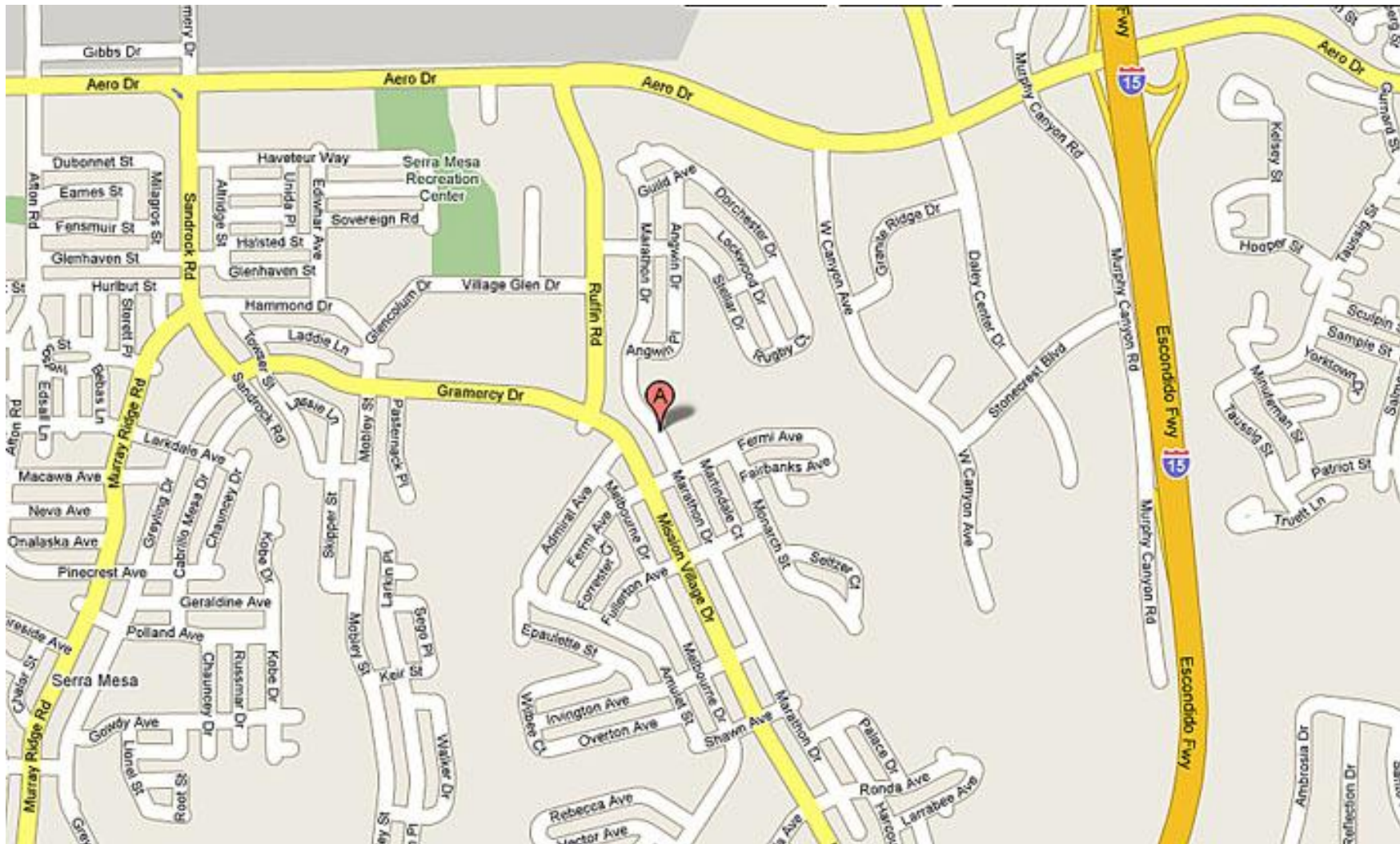
### *SECTION SIX* – Executive Summary

# SECTION ONE - Site Facility Information

## Location

Site Name: Kavod Elementary  
Site Address: 3201 Marathon Drive, 92123  
Site Public Phone Number: 8582279450

Site Direct Phone Number: 8584299254  
Site Fax Number: 8587779197  
Thomas Bros. Page/Coordinate:



## **Site Hazard Assessment Summary**

Please submit map to School Police Services.

## **Site Emergency Resource Information**

### **Emergency Disaster Kit**

This site maintains 1 kits.

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Emergency Response Box, which is carried out of the site to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. Further assistance can be found in District Emergency Procedure #16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Site Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights – recommend one per Site Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately in Section Five)
- Walkie Talkies – recommend a minimum of five (Site Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Site Incident Command Team member (17)
- Pencils & Pens - recommend one each per Site Incident Command Team member (34)
- Copies of Forms – (See Section Five for all Forms)
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or Classroom Placards
- Medical Team Supplies – see Section Five - Form #4
- Search and Rescue Team Supplies – see Section Five - Form #11
- Vests for Key Personnel – recommend a total of 17 for Site Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Five)

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

## **Emergency Response Boxes**

This site maintains 5 Emergency Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Emergency Response Boxes are a file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). Further assistance can be found in District Administrative Procedure 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Response Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of site or school layout. Map must show **all** buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Emergency Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with School Police Services on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:



## **SECTION TWO - Emergency Procedures**

### **Persons with Disabilities**

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is “**Area of Rescue Assistance.**” Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

### **Return to Facility**

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

### **Site Shelter-In-Place Procedure**

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in District Emergency Procedure 04.

### **Notification**

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Shelter-In-Place is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

**If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.**

### **Activation & Deactivation**

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students or adults to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" notification is given.

### **Return to Facility**

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

### **Site Lockdown Procedure**

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in District Emergency Procedure 09.

### **Notification**

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Lockdown is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Lockdown notification procedures for site-level personnel.

**If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.**

### **Activation & Deactivation**

Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance and quietly radio, telephone, or e-mail information pertaining to missing or extra students or adults to the office. If safe to do so, monitor e-mail for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "All Clear" notification is given.

### **Return to Facility**

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

# APPENDIX H

## Uniform Complaint Policy



## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

### **Scope**

Kavod Elementary Charter School (the “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.



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**Title: Uniform Complaint Procedure****Type: General Administration Policy****Strand: Property Use****Number: BP 1201****Adopted: 6/24/13****Amended: \_\_\_\_\_****Page 2 of 6**

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- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Alexa Greenland  
Director  
PO Box 22044  
San Diego, CA 92192  
858.386.0887

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the Kavod Parent Representative of the Kavod Board of Directors.

#### Notifications

The Director or designee shall annually provide notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, school officials and other interested parties via the website and in the school handbook.

The policy shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.



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**Title: Uniform Complaint Procedure**

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The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.



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- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:





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1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.



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**Strand:** Property Use

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#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

**Title: Uniform Complaint Procedure****Type:** General Administration Policy**Strand:** Property Use**Number:** BP 1201**Adopted:** 6/24/13**Amended:** \_\_\_\_\_**Page 2 of 2****UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**☐ Adult Education☐ Consolidated Categorical Programs☐ Nutrition Services☐ Career/Technical Education☐ Migrant and Indian Education☐ Special Education☐ Child Development Programs☐ Pupil Fees☐ Local Control Funding Formula**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**☐ Age☐ Gender / Gender Expression / Gender Identity☐ Sex (Actual or Perceived)☐ Ancestry☐ National Origin☐ Sexual Orientation (Actual or Perceived)☐ Color☐ Race☐ Based on association with a person or group with one or more of these actual or perceived characteristics☐ Disability (Mental or Physical)☐ Religion☐ Ethnic Group Identification

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Alexa Greenland  
Director  
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# APPENDIX I

## Local Control Accountability Plan

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### **Introduction:**

LEA: Kavod Elementary Charter School    Contact: Alexa Greenland, Director, [alexa.greenland@kavodelementary.org](mailto:alexa.greenland@kavodelementary.org), 858.429.9254    LCAP Year: 2014-2015

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?



- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>- Teacher/Faculty input was gathered in February 2014</li> <li>- Parent and Students surveys were created with input from the faculty in February</li> <li>- Parent surveys were sent out and collected in Feb 2014. Announcements were provided in the Kavod Parent Committee and emails were sent out to solicit participation. 50% of families responded to the survey.</li> <li>- Student surveys were completed in Feb 2014, students in K were provided 1:1 support to complete the survey, students in 1 completed the survey independently as the teacher reviewed the questions and students in grade 2 completed the survey independently. 96.5% of our students participated, only 2 did not.</li> <li>- Draft of the LCAP was created based on the results of the survey and then provided to Faculty for feedback in March 2014</li> <li>- The revised draft was provided to the board for input in an open board meeting in March 2014</li> <li>- The revised draft was then brought to the Kavod Parent Committee and the Faculty for further input in April</li> <li>- The LCAP was then brought to the board again during a meeting with open parent participation in April. Email notification was sent to the parents about the board meeting, specifically highlighting the LCAP. Board agenda was posted on the school website.</li> <li>- The LCAP was then brought to the board again during a meeting with open parent participation in May. Email notification was sent to the parents about the board meeting, specifically highlighting the LCAP. Board agenda was posted on the school</li> </ul>	<ul style="list-style-type: none"> <li>- Found needs for Technology,</li> <li>- Found needs to increase art and extracurricular such as field trips</li> <li>- Found the need to deter tardiness</li> <li>- Found the need to adjust playground routines</li> <li>- Found the need to set the goals for benchmarks and student learning and to establish standardized assessments to accumulate achievement data beyond the in-course data</li> <li>- Found the need to increase professional development opportunities</li> <li>- Found the need to analyze curriculum for common core mapping; develop standardized PE curriculum; develop a cultural and values curriculum</li> <li>- Found the need to increase recruitment to enhance diversity of student population</li> <li>- Goals were consolidated throughout the process from 10 separate and overlapping goals to 4 overarching goals that have more detailed action plans</li> </ul>

Involvement Process	Impact on LCAP
<p>website.</p> <ul style="list-style-type: none"> <li>- LCAP was approved in May in case pending no changes from a teacher's attendance at a county meeting provided to discuss LCAP on May 29<sup>th</sup></li> <li>- Teacher attended meeting on May 29<sup>th</sup> – not revisions were deemed necessary</li> <li>- LCAP brought again to the board on June 23rd and approved as per the May 21<sup>st</sup> board meeting.</li> </ul>	

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment

between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Provide a welcoming and supportive environment for students.</p> <p>Metrics: Surveys from parents/students/faculty</p> <p>School Safety Plan</p> <p>Safety reports from insurances company</p> <p>Discipline records</p>	Assuring a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.	All	All		<p>Continue under prop 39 to reserve adequate funding to support a long-term lease/growth plan.</p> <p>Plan and Secure site for 2015-2016 school year in accordance with school's growth plan.</p> <p>Work with faculty to implement a comprehensive discipline approach that</p>	<p>Lease independent site with adequate space to service the student and program needs.</p> <p>Implement any changes to the comprehensive safety and discipline plan to ensure the well-being of students.</p> <p>Increase school activities to engage parents in accordance with a growth model.</p>	<p>Analyze site occupation for any potential future needs.</p> <p>Implement growth plan for site as designed and if necessary.</p> <p>Analyze previous year and determine how new site lends itself to new parent involvement opportunities and adjust as necessary.</p> <p>Provide Professional</p>	<p>1. Basic Services</p> <p>3. Parental Involvement</p> <p>5. Student Engagement</p> <p>6. School Climate</p>

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					limits discipline issues and prevents bullying. 6  Analyze the initial lesson plans developed for the character building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being to be implemented during the values period.	Analyze the Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes for teachers that include the CCSA conference and monthly collaborative meetings.  Develop and implement new safety plan for new site and implement monthly safety	Development opportunities for teachers that include the CCSA conference and monthly collaborative meetings.  Analyze the safety plan and make any necessary changes and implement monthly safety drills.  Hire custodial services that will aid in providing school safety.  Faculty must partake in	

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					<p>Work collaboratively with the Kavod Parent Committee.</p> <p>Provide parent surveys and opportunities for parent feedback. Include in schedule parent conference times twice throughout the year and provide a comprehensive progress reports to parents twice a year. Host family days, assemblies and parent events</p>	<p>drills.</p> <p>Hire custodial services that will aid in providing school safety.</p> <p>Faculty must partake in assigned safety tannings.</p> <p>Replenish safety kits and safety devices as needed and in accordance with the schools growth plan.</p>	<p>assigned safety tannings.</p> <p>Replenish safety kits and safety devices as needed and in accordance with the schools growth plan.</p>	

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					<p>and invite parents into the classroom for student recognition.</p> <p>Work collaboratively with other school on campus for safety drills.</p> <p>Hire custodial services that will aid in providing school safety.</p> <p>Faculty must partake in assigned safety trainings.</p> <p>Replenish safety kits and safety devices</p>			

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					as needed and in accordance with the schools growth plan.			
Ensure student success and engagement through critical program evaluation, and data-driven decisions  Metrics: Surveys from parents/students/faculty  Assessment data  Availability of standards aligned	Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.	All	All		Begin the smarter balanced assessment testing for California for grade 3. Implement MAP testing.  Integrate technology into classes at least at the 2 <sup>nd</sup> and 3 <sup>rd</sup> grade level. At District Facilities for current year; thus limited ability to adjust internet infrastructure.	Analyze data from previous year including State and MAP testing and make plans as necessary based on data results.  Acquire laptops, tablets, document cameras and projectors and safe projector mounts holders as necessary for teachers to integrate technology in the classrooms	Revise schedule as necessary to provides time for students to adequately receive a comprehensive education based on review of previous year's schedule.  Continue to evaluate curriculum and purchase curriculum as needed to ensure common core alignment and student	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student



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instructional materials Digital environment availability  Activity Offerings					Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing.  Evaluate absent rate and tardiness and develop plans as indicated by data. Work to meet estimated ADA projections and lower tardiness rate if	as applicable with school growth plan. Acquire applications and programs as necessary to support digital literacy and student education.  Revise schedule as necessary to provides time for students to adequately receive a comprehensive education based on review of previous year's schedule without the restrictions of a site-share.	success for new classes/grades.  Develop curriculum maps for any new grade that ensure standards are being taught.  Acquire laptops, tablets, document cameras and projectors and safe projector mounts holders as necessary for teachers to integrate technology in the classrooms as applicable with school growth plan. Acquire	Outcomes

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					<p>necessary. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.</p> <p>Revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year's schedule and within the restrictions of a site-share.</p> <p>Professional</p>	<p>Continue to evaluate curriculum and purchase curriculum as needed to ensure common core alignment and student success for new classes/grades.</p> <p>Continued Professional Development on technology and 21<sup>st</sup> century digital literacy as needed.</p> <p>Develop curriculum maps for any new grade that ensure standards are</p>	<p>applications and programs as necessary to support digital literacy and student education.</p> <p>Continued Professional Development on technology and 21<sup>st</sup> century digital literacy as needed.</p> <p>Adoption of a standards based PE curriculum for new grades.</p> <p>Survey parents and students and continue to add opportunities based on</p>	

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					<p>Development on technology.</p> <p>Acquire laptops, tablets, document cameras and projectors and safe projector mounts holders as necessary for teachers to integrate technology in the classrooms as applicable with school growth plan. Acquire applications and programs as necessary to support digital literacy and student education.</p>	<p>being taught.</p> <p>Adoption of a standards based PE curriculum for new grades.</p> <p>Continue to Survey parents and students.</p> <p>Acquire musical instruments, art and physical education materials for new grades/classes and replenish as necessary.</p> <p>Evaluate the previous year's field trips and make necessary adjustments.</p>	<p>interest and school growth.</p> <p>Evaluate the previous year's field trips and make necessary adjustments.</p> <p>If necessary Acquire musical instruments, art and physical education materials for new grades/classes and replenish as necessary.</p> <p>If necessary to meet the needs to successful curriculum implementation , based on analysis,</p>	

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					Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan. Purchase curriculum as needed to ensure common core alignment and student success.  Develop curriculum maps for any new grade that ensures	Increase and replenish school supplies that help to implement the curriculum effectively.	purchase or acquire additional laminating machine, printers and copier	

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					<p>standards are being taught.</p> <p>Finalize adoption of a standards based PE curriculum for current grades.</p> <p>Attempt to acquire musical instruments, art and physical education materials for new grades/classes and replenish as necessary.</p> <p>Attempt to Introduce Field Trips.</p> <p>Increase and replenish school</p>			

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					supplies that help to implement the curriculum effectively.			
Provide effective teaching through co-teaching teams and via the workshop model  Metrics: Teacher/parent/student Survey  Teacher evaluations for Quality Teaching  Professional development opportunities	Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.	All	All		Establish effective co-teaching teams through the hiring process and professional development opportunities.  Provide Professional Development opportunities for teachers that include the CCSA conference and monthly collaborative meetings.	Develop curriculum maps for any new grade that ensure standards are being taught.  Revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year's schedule and without the	Develop curriculum maps for any new grade that ensure standards are being taught.  Re-design professional development plan and evaluation process if necessary.	1. Basic Services 2. Academic Content Standards 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					<p>Integrate technology into classes at least at the 2<sup>nd</sup> and 3<sup>rd</sup> grade level. At District Facilities for current year; thus limited ability to adjust internet infrastructure.</p> <p>Review the evaluation process and faculty expectations with faculty.</p> <p>Revise schedule that provides time for students to adequately receive a</p>	<p>restrictions of a site-share and that accommodates team meetings and planning time.</p> <p>Re-design professional development plan and evaluation process if necessary.</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					comprehensive education based on review of previous year's schedule and within the restrictions of a site-share and that accommodates team meetings and planning time.  Professional Development on technology.  Develop curriculum maps for any new grade that ensure standards are being taught.			



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Value Diversity  <b>Metrics:</b> Student enrollment data  Development of Curriculum that emphasizes diversity  Teacher/parent/student Survey	<b>Value Diversity through implementation of Hebrew Immersion and Israeli Culture Program</b> that engages students and teaches them about diversity and global awareness. Encourage enrollment of a diverse population of students.	All	All		Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.  Create the Hebrew curriculum and the curriculum that focuses on the Culture and History of Israel and its Immigrant Communities for new grades at school.  Develop a Cultural	Via the school expansion by an additional grade level each year continue to implement a values curriculum in accordance with charter goals.  Create the Hebrew curriculum and the curriculum that focuses on the Culture and History of Israel and its Immigrant Communities for new grades at school.	Via the school expansion by an additional grade level each year continue to implement a curriculum in accordance with charter goals.  Create the Hebrew curriculum and the curriculum that focuses on the Culture and History of Israel and its Immigrant Communities for new grades at school.  Focus recruitment on	3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Calendar of Events to be implemented throughout each grade level that connects the values of multiple cultures while focusing on Israel and the other cultures that are identified within the curriculum that focuses on the Culture and History of Israel and its Immigrant Communities  Focus recruitment on building and	Focus recruitment on building and maintaining a diverse student population.  Acquire teaching tools/materials as necessary for implementation of curriculum.  Analyze previous year's results and adjust accordingly.	building and maintaining a diverse student population.  Acquire teaching tools/materials as necessary for implementation of curriculum.  Analyze previous year's results and adjust accordingly.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					maintaining a diverse student population.  Acquire teaching tools/materials as necessary for implementation of curriculum.			

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Assuring a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.	1. Basic Services 3. Parental Involvement 5. Student Engagement 6. School Climate	LEA-Wide	LEA-Wide		Building Costs. One call, safety kits, emergency kits, School IDs. PD and CCSA conference. Custodial, Safety Trainings  \$110,000 General Fund	Building Costs. One call, safety kits, emergency kits, School IDs. PD and CCSA conference. Custodial, Safety Trainings Replenish supplies as necessary.  \$280,000 General Fund	Building Costs. One call, safety kits, emergency kits, School IDs. PD and CCSA conference. Custodial, Safety Trainings Replenish supplies as necessary.  \$400,000 General Fund
Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5.	LEA-Wide	LEA-Wide		Acquire school computers, in-curriculum assessment copy machine, purchase of curriculum materials, classroom supplies and assessment box, reading books, faculty computers, document cameras, projectors, tablets, copy machine Purchase of curriculum	Assessment costs by state. School adopted assessment for K-2. Internet expenses at new site. Replenish supplies as necessary. Purchase of curriculum materials for grade and class expansion. Field Trips, Musical instruments, Art Supplies, PE supplies	Assessment costs by state. School adopted assessment for K-2 Purchase of curriculum materials for grade and class expansion. Field Trips, Musical instruments, Art Supplies, PE supplies Replenishment of enrichment supplies  \$140,000 General

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.	Student Engagement 7. Course Access 8. Other Student Outcomes				materials for grade and class expansion. Field Trips, Musical instruments, Art Supplies, PE supplies  \$100,000 PCSGP, General Fund	Replenishment of enrichment supplies  \$103,000 General Fund	Fund
Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.	1. Basic Services 2. Academic Content Standards 4. Student Achievement 7. Course Access 8. Other Student Outcomes	LEA-Wide	LEA-Wide		Materials needed to implement the workshop model. Salary for time dedicated to PD and development of procedures.  \$17,000 PCSGP, General Fund	Materials needed to implement the workshop model. Salary for time dedicated to PD and development of procedures.  \$10,000 General Fund	Materials needed to implement the workshop model. Salary for time dedicated to PD and development of procedures.  \$10,000 General Fund
Value Diversity through implementation of Hebrew Immersion and Israeli Culture Program that	3. Parental Involvement 4. Student Achievement 5. Student	LEA-Wide	LEA-Wide		Cost associated with the development and implementation of the CHIIC curriculum, Hebrew language curriculum and marketing/recruitment	Cost associated with the development and implementation of the CHIIC curriculum, Hebrew language curriculum and marketing/recruitment	Cost associated with the development and implementation of the CHIIC curriculum, Hebrew language curriculum and marketing/recruitment

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
engages students and teaches them about diversity and global awareness. Encourage enrollment of a diverse population of students.	Engagement 6. School Climate 7. Course Access				\$37,500 PCSGP, General Fund	\$40,000 General Fund	\$45,000 General Fund

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes	For low income pupils:  Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for low income students.	LEA-Wide		Supplies for family day activities.	Supplies for family day activities.	Supplies for family day activities.
					Professional Development	Professional Development	Professional Development
					Contract with or provide an Enrichment program	Contract with or provide an Enrichment program	Contract with or provide an Enrichment program
					Provide additional emotional tools, support, visual tools	Provide additional emotional tools, support, visual tools	Provide additional emotional tools, support, visual tools
					Parent Engagement	Parent Engagement	Parent Engagement
					Use of supplemental funds to hire teaching aides who will provided individual	Use of supplemental funds to hire teaching aides who will provided individual	Use of supplemental funds to hire teaching aides who will provided individual



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.					tutoring/intervention	tutoring/intervention	tutoring/intervention
Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century though digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other	For English learners:  Meet the goals as identified in section A.  Provide teachers with additional support materials and professional development and ensure proper family involvement	LEA-Wide		Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
enrichment opportunities for the students.  Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.	Student Outcomes	to help close any achievement gap for students for English Learners.					
Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century though digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access	For foster youth:  Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for	LEA-Wide		Supplies for family day activities.  Professional Development  Contract with or provide an Enrichment program  Provide additional emotional tools, support, visual tools  Home-support Engagement	Supplies for family day activities.  Professional Development  Contract with or provide an Enrichment program  Provide additional emotional tools, support, visual tools  Home-support Engagement	Supplies for family day activities.  Professional Development  Contract with or provide an Enrichment program  Provide additional emotional tools, support, visual tools  Home-support Engagement

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
provide a plethora of enrichment opportunities for the students.  Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.	8. Other Student Outcomes	students for Foster Youth.			Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention
Ensure parent participation. Ensure effective teachers. Ensure students are prepared for the 21 <sup>st</sup> century though digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure	1. Basic Services 2. Academic Content Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement	For redesignated fluent English proficient pupils: Meet the goals as identified in section A.  Provide teachers with additional support materials and	LEA-Wide		Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention	Purchase of materials needed to support students  Professional Development  Parent Engagement  Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.</p> <p>Development of a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support.</p>	<p>7. Course Access</p> <p>8. Other Student Outcomes</p>	<p>professional development and ensure proper family involvement to help close any achievement gap for students for redesignated fluent English proficient pupils</p>					

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Kavod currently has approximately 48% unduplicated count of low income, English learners, and Foster youth pupils. We expect this number to remain fairly constant.

Kavod intends to use its Supplemental Grant funding on a Charterwide basis. The funds will be used to hire teaching aides, who will help identify and assist underperforming pupils.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	2013-14	2014-15	2015-16	2016-17
Estimated Total LCFF Funding	430,002	767,879	1,297,236	1,794,009
Estimated Base Grant	425,569	734,903	1,251,342	1,742,270
Estimated Supplemental and Concentration Grant	4,433	32,976	45,894	51,739
Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the	1.04%	4.51%	3.70%	3.00%

services provided to all pupils in that fiscal year
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

## APPENDIX J

Projected: 3 Year Projected Budgets and 1 Year Cash Flows

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

		Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
<b>Assumptions</b>					
Revenue Assumptions					
Charter Funding Rates (based on FCMAT Calculator and SSC projected Gap Funding)					
Grades TK-3		7,534.00	7,622.00	7,718.00	7,803.00
Grades 4-6		7,534.00	7,622.00	7,718.00	7,803.00
Grades 7-8		7,534.00	7,622.00	7,718.00	7,803.00
Property Tax		3,990.30	3,990.30	3,990.30	3,990.30
Mandated Cost Block Grant		14.00	14.00	14.00	14.00
Lottery-Unrestricted		126.00	126.00	126.00	126.00
Lottery-Restricted		30.00	30.00	30.00	30.00
Special Ed-Federal (prior yr ADA)		120.00	120.00	120.00	120.00
Special Ed-State(Net of Admin Fee)		500.00	500.00	500.00	500.00
Special Ed-Mental Health		50.00	50.00	50.00	50.00
Enrollment					
Grades TK-3		92	140	183	215
Grades 4-6		-	15	32	45
Grades 7-8		-	-	-	-
	55	<u>92</u>	<u>155</u>	<u>215</u>	<u>260</u>
ADA					
Grades TK-3	98%	90.16	137.20	179.34	210.70
Grades 4-6		0.00	14.70	31.36	44.10
Grades 7-8		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
		<u>90.16</u>	<u>151.90</u>	<u>210.70</u>	<u>254.80</u>
Unduplicated Count					
	48%	44	74	103	0
Staffing Assumptions					
Annual Raise					
			3%	3%	3%
Teachers					
Number		5	7	9	10
Average Salary	\$	40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08
Sick Leave Payout-Percent of Salaries					
		1.5%	1.5%	1.5%	1.5%
Substitutes-Percent of Teachers Salaries					
		0.50%	0.50%	0.50%	0.50%



**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
Certificated Administration				
Number	1	1	1	1
Average Salary	\$ 78,000.00	\$ 80,000.00	\$ 82,000.00	\$ 84,000.00
Instructional Aides				
Number of Hebrew Language Aides	3	3	4	5
Average Salary	\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81
Number of Regular Aides	1	3	4	4
Average Salary	\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81
Classified Administration				
Number	1	1	1	1
Average Salary	\$ 62,000.00	\$ 63,860.00	\$ 65,775.80	\$ 67,749.07
Office Staff				
Number	1	1	1.0	1.0
Average Salary	\$ 46,000.00	\$ 47,380.00	\$ 48,801.40	\$ 50,265.44
STRS      Based on Certificated Salaries	8.88%	10.73%	12.58%	14.43%
Social Security				
Based on Classified Salaries	6.20%	6.20%	6.20%	6.20%
Medicare				
Based on All Salaries	0.45%	0.45%	0.45%	0.45%
Number of Employees	11.00	13.00	16.00	18.00
Health Insurance				
Employer Annual Contribution	6,000.00	6,000.00	6,000.00	6,000.00
Unemployment				
6.2% on \$7000 base per employee	434.00	434.00	434.00	434.00
Workers Comp-based on all salaries	1.40%	1.40%	1.40%	1.40%

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18	
District Oversight Fee-Non District Facility	1%	1%	1%	1%	
District Oversight Fee-Addl for District Facility	2%	2%	2%	2%	
Encroachment	1,549.00	1,626.45	1,707.77	1,793.16	5% Inc
<b>Budget</b>					
<b>Income</b>					
8011-State Apportionment	679,265.44	1,157,781.80	1,626,182.60	1,988,204.40	
Less: In Lieu of Property Taxes	(359,765.45)	(606,126.57)	(840,756.21)	(1,016,728.44)	
Less: Education Protection Act	(122,267.78)	(231,556.36)	(325,236.52)	(397,640.88)	
Total State Aide	197,232.21	320,098.87	460,189.87	573,835.08	
8096-In Lieu of Property Taxes	359,765.45	606,126.57	840,756.21	1,016,728.44	
8012-Education Protection Act	122,267.78	231,556.36	325,236.52	397,640.88	
Total Revenue Limit	679,265.44	1,157,781.80	1,626,182.60	1,988,204.40	
8290-Title I	-	-	-	-	
8290-Title II	-	-	-	-	
8181-Federal Special Ed	-	-	-	-	
Total Federal Revenue	-	-	-	-	
8290-Implementation Grant	100,000.00	-	-	-	
8560-State Lottery-Unrestricted	11,360.16	19,139.40	26,548.20	32,104.80	
8560-State Lottery-Restricted	2,704.80	4,557.00	6,321.00	7,644.00	
8590-Mandated Cost Block Grant	1,262.24	2,126.60	2,949.80	3,567.20	
8590-State Mental Health	-	-	-	-	
8792-State Special Ed	-	-	-	-	
Total State Revenue	115,327.20	25,823.00	35,819.00	43,316.00	
8660-Interest	500.00	500.00	500.00	500.00	
8698-Vanguard Grant	350,000.00	200,000.00	150,000.00	50,000.00	
8698-HCSC Contribute Half of Lease	-	93,000.00	129,000.00	156,000.00	Assuming not qualifying for SB740
8985-Fundraising	10,000.00	10,000.00	10,000.00	10,000.00	
Total Local Income	360,500.00	303,500.00	289,500.00	216,500.00	
<b>Total Income</b>	<b>1,155,092.64</b>	<b>1,487,104.80</b>	<b>1,951,501.60</b>	<b>2,248,020.40</b>	

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18			
<b>Expenses</b>							
1100-Teachers Salaries	200,000.00	288,400.00	381,924.00	437,090.80			
1110-Sick Leave Payout	7,590.00	9,975.60	12,496.76	14,012.12			
1120-Substitutes	1,000.00	1,442.00	1,909.62	2,185.45			
1200-Support Salaries	-	-	-	-			
1300-Certificated Admin	78,000.00	80,000.00	82,000.00	84,000.00			
1900-Certificated Other	-	-	-	-			
	<u>286,590.00</u>	<u>379,817.60</u>	<u>478,330.38</u>	<u>537,288.38</u>			
2100-Instructional Aid	120,000.00	185,400.00	254,616.00	295,036.29			
2300-Classified Admin	62,000.00	63,860.00	65,775.80	67,749.07			
2400-Office Staff	46,000.00	47,380.00	48,801.40	50,265.44			
2900-Other Classified	-	-	-	-			
	<u>228,000.00</u>	<u>296,640.00</u>	<u>369,193.20</u>	<u>413,050.81</u>			
		676,457.60					
3101-STRS	25,449.19	40,754.43	60,173.96	77,530.71			
3300-Social Security	14,136.00	28,200.32	35,179.07	39,389.07			
3300-Medicare	2,315.66	3,044.06	3,813.86	4,276.53			
3400-Health & Welfare	66,000.00	78,000.00	96,000.00	108,000.00			
3500-Unemployment	4,774.00	6,275.69	7,862.72	8,816.57			
3600-Workers Comp	7,204.26	9,470.41	11,865.33	13,304.75			
	<u>119,879.11</u>	<u>165,744.90</u>	<u>214,894.94</u>	<u>251,317.63</u>			
Total Employee Compensation	<u>634,469.11</u>	<u>842,202.50</u>	<u>1,062,418.52</u>	<u>1,201,656.81</u>			
4100-Approved Textbooks	5,550.00	9,450.00	9,000.00	6,750.00	\$	150.00	Per new student
4200-Other Books	1,650.00	1,950.00	2,400.00	2,700.00	\$	150.00	Per employee
4300-Instructional Supplies	9,200.00	15,500.00	21,500.00	26,000.00	\$	100.00	Per student
4320-Office Supplies	2,300.00	3,875.00	5,375.00	6,500.00	\$	25.00	Per student
4340-Custodial Supplies	460.00	775.00	1,075.00	1,300.00	\$	5.00	Per student
4390-Other Supplies	1,380.00	2,325.00	3,225.00	3,900.00	\$	15.00	Per student
4420-Equipment	18,500.00	31,500.00	30,000.00	22,500.00	\$	500.00	Per new student
Total Books and Supplies	<u>39,040.00</u>	<u>65,375.00</u>	<u>72,575.00</u>	<u>69,650.00</u>			
5200-Travel & Conference	3,300.00	3,900.00	4,800.00	5,400.00	\$	300.00	Per employee
5300-Dues and Membership	2,300.00	3,875.00	5,375.00	6,500.00	\$	25.00	Per student
5400-Insurance	6,900.00	11,625.00	16,125.00	19,500.00	\$	75.00	Per student

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18			
5500-Utilities	6,900.00	11,625.00	16,125.00	19,500.00	\$	75.00	Per student
5520-Custodial	3,680.00	6,200.00	8,600.00	10,400.00	\$	40.00	Per student
5600-Building Rent	-	186,000.00	258,000.00	312,000.00	\$	1,200.00	Per student
5600-Equipment Rent & Repairs	6,900.00	11,625.00	16,125.00	19,500.00	\$	75.00	Per student
5800-Audit & Tax Return	6,500.00	7,150.00	7,865.00	8,651.50		10%	Increase per Year
5800-Legal	5,500.00	6,050.00	6,655.00	7,320.50		10%	Increase per Year
5800-Advertisement/Recruitment	8,000.00	8,000.00	8,000.00	8,000.00			
5800-Non Instructional Consultant	1,000.00	1,000.00	1,000.00	1,000.00			
5800-Instructional Consultant	920.00	1,550.00	2,150.00	2,600.00	\$	10.00	Per student
5800-Special Ed Consultants							
5800- Student Events	3,220.00	5,425.00	7,525.00	9,100.00	\$	35.00	Per student
5800-Financial Management	20,000.00	21,400.00	22,898.00	24,500.86		7%	Increase per Year
5800-Other - assessments	2,300.00	3,875.00	5,375.00	6,500.00	\$	25.00	Per student
5800-District Oversight Fee	6,792.65	11,577.82	16,261.83	19,882.04		See Above	
5800-District Oversight Fee-Facilities	13,585.31	-	-	-		See Above	
5900-Communications	3,500.00	3,675.00	3,858.75	4,051.69		5%	Increase per Year
6900-Depreciation Expense	1,500.00	1,500.00	1,500.00	1,500.00			
7000-Special Ed Encroachment	142,508.00	252,099.75	367,171.09	466,221.89		See Above	
Total Other Expenses	245,305.96	558,152.57	775,409.66	952,128.48			
<b>Total Expenses</b>	<b>918,815.07</b>	<b>1,465,730.07</b>	<b>1,910,403.18</b>	<b>2,223,435.30</b>			
<b>Net Inc (Dec)in Fund Balance</b>	<b>236,277.57</b>	<b>21,374.73</b>	<b>41,098.42</b>	<b>24,585.10</b>			
<b>6/30/2014 Fund Balance per Unaudited Actuals</b>	<b>401,804.62</b>	<b>638,082.19</b>	<b>659,456.92</b>	<b>700,555.34</b>			
<b>6/30/2015 Projected Fund Balance</b>	<b>638,082.19</b>	<b>659,456.92</b>	<b>700,555.34</b>	<b>725,140.44</b>			
Minimum Ending Fund Balance - Greater of 3% of Expenses or \$50,000	50,000.00	50,000.00	57,312.10	66,703.06			



Kavod Elementary Charter School  
Cash Flow

2015-16	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16
4200-Other Books		1,462.50	48.75	48.75	48.75	48.75	48.75	48.75	48.75
4300-Instructional Supplies		11,625.00	387.50	387.50	387.50	387.50	387.50	387.50	387.50
4320-Office Supplies		2,906.25	96.88	96.88	96.88	96.88	96.88	96.88	96.88
4340-Custodial Supplies		581.25	19.38	19.38	19.38	19.38	19.38	19.38	19.38
4390-Other Supplies		1,743.75	58.13	58.13	58.13	58.13	58.13	58.13	58.13
4420-Equipment		23,625.00	787.50	787.50	787.50	787.50	787.50	787.50	787.50
5200-Travel & Conference	325.00	325.00	325.00	325.00	325.00	325.00	325.00	325.00	325.00
5300-Dues and Membership	322.92	322.92	322.92	322.92	322.92	322.92	322.92	322.92	322.92
5400-Insurance	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5500-Utilities	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5520-Custodial	516.67	516.67	516.67	516.67	516.67	516.67	516.67	516.67	516.67
5600-Building Rent	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00
5600-Equipment Rent & Repairs	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5800-Audit & Tax Return	595.83	595.83	595.83	595.83	595.83	595.83	595.83	595.83	595.83
5800-Legal	504.17	504.17	504.17	504.17	504.17	504.17	504.17	504.17	504.17
5800-Advertisement/Recruitment	4,000.00	-	-	-	-	-	-	-	-
5800-Non Instructional Consultant	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
5800-Instructional Consultant			155.00	155.00	155.00	155.00	155.00	155.00	155.00
5800-Special Ed Consultants			-	-	-	-	-	-	-
5800- Student Events			542.50	542.50	542.50	542.50	542.50	542.50	542.50
5800-Financial Management	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33
5800-Other - assessments		5.00	387.50	387.50	387.50	387.50	387.50	387.50	387.50
5800-District Oversight Fee	679.27	679.27	679.27			1,157.78	1,157.78	1,157.78	1,157.78
5800-District Oversight Fee-Facilities	1,358.53	1,358.53	1,358.53			-	-	-	-
5900-Communications	306.25	306.25	306.25	306.25	306.25	306.25	306.25	306.25	306.25
7000-Special Ed Encroachment	14,250.80	14,250.80	14,250.80			25,209.98	25,209.98	25,209.98	25,209.98
	70,200.22	162,271.39	115,954.87	99,666.27	99,666.27	126,034.03	126,034.03	126,034.03	126,034.03
Ending Fund Balance									
Cash in Bank	357,968.56	307,592.19	224,084.86	290,158.28	305,719.28	249,052.87	294,076.81	241,332.91	207,113.23
Cash in Treasury	111,895.02	31,447.54	91,489.70	114,227.27	68,367.62	96,807.97	72,290.12	90,814.36	212,393.19
<b>Total Cash</b>	<b>469,863.58</b>	<b>339,039.73</b>	<b>315,574.56</b>	<b>404,385.55</b>	<b>374,086.90</b>	<b>345,860.84</b>	<b>366,366.94</b>	<b>332,147.26</b>	<b>419,506.42</b>

## Kavod Elementary Charter School

## Cash Flow

2015-16	Apr-16	May-16	Jun-16	Deferred to 2016-17	Total
Beginning Balance					
Cash in Bank	207,113.23	367,722.39	333,490.55		
Cash in Treasury	212,393.19	90,802.19	84,753.09		
Total Cash	419,506.42	458,524.58	418,243.64		
Transfers Between Account					
Cash in Bank	212,393.19	90,802.19	84,753.09		
Cash in Treasury	(212,393.19)	(90,802.19)	(84,753.09)		
	-	-	-		
Cash Receipts					
HCSC	50,000.00		50,000.00		200,000.00
Rent Reimbursement	23,250.00		23,250.00		93,000.00
Other	1,000.00	1,000.00	1,000.00		10,000.00
	74,250.00	1,000.00	74,250.00	-	303,000.00
8011-State Apportionment Prior Year	42,324.23	42,324.23	28,216.15	14,108.08	320,098.87
8012-Education Protection Act			85,211.24		231,556.36
8096-In Lieu of Property Taxes Prior Year	42,428.86	42,428.86	42,428.86	42,428.86	606,126.57
8560-State Lottery-Unrestricted	4,784.85			9,569.70	19,139.40
8560-State Lottery-Restricted Lottery-Prior Year	1,139.25			2,278.50	4,557.00
8590-Mandated Cost Block Grant Interest	125.00			125.00	2,126.60
Prior Year					500.00
	90,802.19	84,753.09	155,856.25	68,510.14	1,184,104.80
					1,487,104.80
Cash Disbursements					
Payroll	60,047.36	60,047.36	60,047.36		676,457.24
STRS	3,639.92	3,639.92	3,639.92		40,754.43
Benefits	3,126.67	3,126.67	3,126.67		37,520.07
Health	6,500.00	6,500.00	6,500.00		78,000.00
Workers Comp	789.20	789.20	789.20		9,470.41
4100-Approved Textbooks	236.25	236.25	236.25		9,450.00

Kavod Elementary Charter School  
Cash Flow

2015-16	Apr-16	May-16	Jun-16	Deferred to 2016-17	Total
4200-Other Books	48.75	48.75	48.75		1,950.00
4300-Instructional Supplies	387.50	387.50	387.50		15,500.00
4320-Office Supplies	96.88	96.88	96.88		3,875.00
4340-Custodial Supplies	19.38	19.38	19.38		775.00
4390-Other Supplies	58.13	58.13	58.13		2,325.00
4420-Equipment	787.50	787.50	787.50		31,500.00
5200-Travel & Conference	325.00	325.00	325.00		3,900.00
5300-Dues and Membership	322.92	322.92	322.92		3,875.00
5400-Insurance	968.75	968.75	968.75		11,625.00
5500-Utilities	968.75	968.75	968.75		11,625.00
5520-Custodial	516.67	516.67	516.67		6,200.00
5600-Building Rent	15,500.00	15,500.00	15,500.00		186,000.00
5600-Equipment Rent & Repairs	968.75	968.75	968.75		11,625.00
5800-Audit & Tax Return	595.83	595.83	595.83		7,150.00
5800-Legal	504.17	504.17	504.17		6,050.00
5800-Advertisement/Recruitment	-	-	4,000.00		8,000.00
5800-Non Instructional Consultant	83.33	83.33	83.33		1,000.00
5800-Instructional Consultant	155.00	155.00	155.00		1,550.00
5800-Special Ed Consultants	-	-	-		-
5800- Student Events	542.50	542.50	542.50		5,425.00
5800-Financial Management	1,783.33	1,783.33	1,783.33		21,400.00
5800-Other - assessments	387.50	387.50	387.50		3,880.00
5800-District Oversight Fee	1,157.78	1,157.78	1,157.78	3,473.35	11,577.82
5800-District Oversight Fee-Facilities	-	-	-	-	-
5900-Communications	306.25	306.25	306.25		3,675.00
7000-Special Ed Encroachment	25,209.98	25,209.98	25,209.98	75,629.93	252,099.75
	126,034.03	126,034.03	130,034.03		1,464,234.71
					Difference \$1500 Deprn
Ending Fund Balance					
Cash in Bank	367,722.39	333,490.55	362,459.61		
Cash in Treasury	90,802.19	84,753.09	155,856.25		
<b>Total Cash</b>	<b>458,524.58</b>	<b>418,243.64</b>	<b>518,315.86</b>		



**Estimated State Aide and Property Tax Payment Summary for Kavod**

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16		
State Aide		\$	-	\$	-											
2014-15 P2	197,232.21	\$	9,862	\$	9,862	\$	17,751	\$	17,751	\$	17,751	\$	17,751		\$	108,478
2015-16 Estimate	320,098.87															
									\$	42,324	\$	42,324	\$	42,324	\$	42,324
											\$			\$		
							</									

Apportionment Percentages as of June 2014

5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	1/5th of Balance	1/5th of Balance	1/5th of Balance	1/5th of Balance	Balance	9.00%	0.00%	100.00%
													-3.00%	3.00%	0.00%
5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	6.00%	3.00%	100.00%

**Property Taxes**

2015-16 Fiscal Year		6% p2	12% p2	8% 4th Friday	8% 4th Friday	8% 4th Friday	8% 4th Friday	8% 4th Friday	1/3 OF BAL p1	1/6 OF BAL p1	1/6 OF BAL p1	1/6 OF BAL p1	Balance p2
P2 of prior year	359,765.45	21,585.93	43,171.85										
Estimated 4th Friday	606,126.57			92,835.13	48,490.13	48,490.13	48,490.13	48,490.13					
P1 of Current Year	606,126.57								84,857.72	42,428.86	42,428.86	42,428.86	
P2 of Current Year	606,126.57												42,428.86
TOTAL		21,585.93	43,171.85	92,835.13	48,490.13	48,490.13	48,490.13	48,490.13	84,857.72	42,428.86	42,428.86	42,428.86	42,428.86
													606,126.57

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

		Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
<b>Assumptions</b>					
Revenue Assumptions					
Charter Funding Rates (based on FCMAT Calculator and SSC projected Gap Funding)					
Grades TK-3		7,534.00	7,622.00	7,718.00	7,803.00
Grades 4-6		7,534.00	7,622.00	7,718.00	7,803.00
Grades 7-8		7,534.00	7,622.00	7,718.00	7,803.00
Property Tax		3,990.30	3,990.30	3,990.30	3,990.30
Mandated Cost Block Grant		14.00	14.00	14.00	14.00
Lottery-Unrestricted		126.00	126.00	126.00	126.00
Lottery-Restricted		30.00	30.00	30.00	30.00
Special Ed-Federal (prior yr ADA)		120.00	120.00	120.00	120.00
Special Ed-State(Net of Admin Fee)		500.00	500.00	500.00	500.00
Special Ed-Mental Health		50.00	50.00	50.00	50.00
Enrollment					
Grades TK-3		92	140	183	215
Grades 4-6		-	15	32	45
Grades 7-8		-	-	-	-
	55	<u>92</u>	<u>155</u>	<u>215</u>	<u>260</u>
ADA					
Grades TK-3	98%	90.16	137.20	179.34	210.70
Grades 4-6		0.00	14.70	31.36	44.10
Grades 7-8		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
		<u>90.16</u>	<u>151.90</u>	<u>210.70</u>	<u>254.80</u>
Unduplicated Count	48%	44	74	103	0
Special Ed Enrollment	10%		16	22	26
Staffing Assumptions					
Annual Raise			3%	3%	3%
Teachers					
Number		5	7	9	10
Average Salary	\$	40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08
Sick Leave Payout-Percent of Salaries		1.5%	1.5%	1.5%	1.5%

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
Substitutes-Percent of Teachers Salaries	0.50%	0.50%	0.50%	0.50%
Certificated Administration				
Number	1	1	1	1
Average Salary	\$ 78,000.00	\$ 80,000.00	\$ 82,000.00	\$ 84,000.00
Ed Specialist-Special Ed				
Number	0	1	1	1
Average Salary	\$ -	\$ 60,000.00	\$ 61,800.00	\$ 63,654.00
Instructional Aides				
Number of Hebrew Language Aides	3	3	4	5
Average Salary	\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81
Number of Regular Aides	1	3	4	4
Average Salary	\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81
Number of Special Ed Aides		1	2	2
Average Salary	\$ -	\$ 30,000.00	\$ 30,900.00	\$ 31,827.00
Classified Administration				
Number	1	1	1	1
Average Salary	\$ 62,000.00	\$ 63,860.00	\$ 65,775.80	\$ 67,749.07
Office Staff				
Number	1	1	1.0	1.0
Average Salary	\$ 46,000.00	\$ 47,380.00	\$ 48,801.40	\$ 50,265.44
STRS      Based on Certificated Salaries	8.88%	10.73%	12.58%	14.43%
Social Security				
Based on Classified Salaries	6.20%	6.20%	6.20%	6.20%
Medicare				
Based on All Salaries	0.45%	0.45%	0.45%	0.45%
Number of Employees	11.00	13.00	16.00	18.00
Health Insurance				
Employer Annual Contribution	6,000.00	6,000.00	6,000.00	6,000.00

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
Unemployment				
6.2% on \$7000 base per employee	434.00	434.00	434.00	434.00
Workers Comp-based on all salaries	1.40%	1.40%	1.40%	1.40%
District Oversight Fee-Non District Facility	1%	1%	1%	1%
District Oversight Fee-Addl for District Facility	2%	2%	2%	2%
Encroachment	1,549.00	1,626.45	1,707.77	1,793.16 5% Inc

**Budget**  
**Income**

8011-State Apportionment	679,265.44	1,157,781.80	1,626,182.60	1,988,204.40
Less: In Lieu of Property Taxes	(359,765.45)	(606,126.57)	(840,756.21)	(1,016,728.44)
Less: Education Protection Act	(122,267.78)	(231,556.36)	(325,236.52)	(397,640.88)
Total State Aide	<u>197,232.21</u>	<u>320,098.87</u>	<u>460,189.87</u>	<u>573,835.08</u>
8096-In Lieu of Property Taxes	359,765.45	606,126.57	840,756.21	1,016,728.44
8012-Education Protection Act	<u>122,267.78</u>	<u>231,556.36</u>	<u>325,236.52</u>	<u>397,640.88</u>
Total Revenue Limit	<u>679,265.44</u>	<u>1,157,781.80</u>	<u>1,626,182.60</u>	<u>1,988,204.40</u>
8290-Title I	-	-	-	-
8290-Title II	-	-	-	-
8181-Federal Special Ed	-	-	18,228.00	25,284.00
Total Federal Revenue	<u>-</u>	<u>-</u>	<u>18,228.00</u>	<u>25,284.00</u>
8290-Implementation Grant	100,000.00	-	-	-
8560-State Lottery-Unrestricted	11,360.16	19,139.40	26,548.20	32,104.80
8560-State Lottery-Restricted	2,704.80	4,557.00	6,321.00	7,644.00
8590-Mandated Cost Block Grant	1,262.24	2,126.60	2,949.80	3,567.20
8590-State Mental Health		7,595.00	10,535.00	12,740.00
8792-State Special Ed		<u>75,950.00</u>	<u>105,350.00</u>	<u>127,400.00</u>
Total State Revenue	<u>115,327.20</u>	<u>109,368.00</u>	<u>151,704.00</u>	<u>183,456.00</u>
8660-Interest	500.00	500.00	500.00	500.00
8698-Vanguard Grant	350,000.00	100,000.00	-	-
8698-HCSC Contribute Half of Lease		93,000.00	129,000.00	156,000.00 Assuming not qualifying for SB740

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18
8985-Fundraising	10,000.00	10,000.00	10,000.00	10,000.00
Total Local Income	360,500.00	203,500.00	139,500.00	166,500.00
<b>Total Income</b>	<b>1,155,092.64</b>	<b>1,470,649.80</b>	<b>1,935,614.60</b>	<b>2,363,444.40</b>
<b>Expenses</b>				
1100-Teachers Salaries	200,000.00	288,400.00	381,924.00	437,090.80
1110-Sick Leave Payout	7,590.00	11,325.60	14,350.76	15,921.74
1120-Substitutes	1,000.00	1,442.00	1,909.62	2,185.45
1200-Support Salaries	-	-	-	-
1300-Certificated Admin	78,000.00	80,000.00	82,000.00	84,000.00
1900-Certificated Other	-	60,000.00	61,800.00	63,654.00
	286,590.00	441,167.60	541,984.38	602,852.00
2100-Instructional Aid	120,000.00	215,400.00	316,416.00	358,690.29
2300-Classified Admin	62,000.00	63,860.00	65,775.80	67,749.07
2400-Office Staff	46,000.00	47,380.00	48,801.40	50,265.44
2900-Other Classified	-	-	-	-
	228,000.00	326,640.00	430,993.20	476,704.81
3101-STRS	25,449.19	47,337.28	68,181.63	86,991.54
3300-Social Security	14,136.00	31,384.89	40,829.75	45,209.27
3300-Medicare	2,315.66	3,455.13	4,378.40	4,858.01
3400-Health & Welfare	66,000.00	78,000.00	96,000.00	108,000.00
3500-Unemployment	4,774.00	7,123.17	9,026.59	10,015.36
3600-Workers Comp	7,204.26	10,749.31	13,621.69	15,113.80
	119,879.11	178,049.79	232,038.07	270,187.98
Total Employee Compensation	634,469.11	945,857.39	1,205,015.65	1,349,744.78
4100-Approved Textbooks	5,550.00	9,450.00	9,000.00	6,750.00
4200-Other Books	1,650.00	1,950.00	2,400.00	2,700.00
4300-Instructional Supplies	9,200.00	15,500.00	21,500.00	26,000.00
4320-Office Supplies	2,300.00	3,875.00	5,375.00	6,500.00
4340-Custodial Supplies	460.00	775.00	1,075.00	1,300.00
4390-Other Supplies	1,380.00	2,325.00	3,225.00	3,900.00
4420-Equipment	18,500.00	31,500.00	30,000.00	22,500.00
Total Books and Supplies	39,040.00	65,375.00	72,575.00	69,650.00

\$ 150.00 Per new student  
 \$ 150.00 Per employee  
 \$ 100.00 Per student  
 \$ 25.00 Per student  
 \$ 5.00 Per student  
 \$ 15.00 Per student  
 \$ 500.00 Per new student

**Kavod Elementary Charter School**  
**Unaudited Budget**  
**Fiscal Year 2014-15, 2015-16, 2016-17, 2017-18**

	Budget Fiscal Year 2014-15	Budget Fiscal Year 2015-16	Budget Fiscal Year 2016-17	Budget Fiscal Year 2017-18	
5200-Travel & Conference	3,300.00	3,900.00	4,800.00	5,400.00	\$ 300.00 Per employee
5300-Dues and Membership	2,300.00	3,875.00	5,375.00	6,500.00	\$ 25.00 Per student
5400-Insurance	6,900.00	11,625.00	16,125.00	19,500.00	\$ 75.00 Per student
5500-Utilities	6,900.00	11,625.00	16,125.00	19,500.00	\$ 75.00 Per student
5520-Custodial	3,680.00	6,200.00	8,600.00	10,400.00	\$ 40.00 Per student
5600-Building Rent	-	186,000.00	258,000.00	312,000.00	\$ 1,200.00 Per student
5600-Equipment Rent & Repairs	6,900.00	11,625.00	16,125.00	19,500.00	\$ 75.00 Per student
5800-Audit & Tax Return	6,500.00	7,150.00	7,865.00	8,651.50	10% Increase per Year
5800-Legal	5,500.00	6,050.00	6,655.00	7,320.50	10% Increase per Year
5800-Advertisement/Recruitment	8,000.00	8,000.00	8,000.00	8,000.00	
5800-Non Instructional Consultant	1,000.00	1,000.00	1,000.00	1,000.00	
5800-Instructional Consultant	920.00	1,550.00	2,150.00	2,600.00	\$ 10.00 Per student
5800-Special Ed Consultants		77,500.00	107,500.00	130,000.00	\$ 5,000.00 Per sped student
5800- Student Events	3,220.00	5,425.00	7,525.00	9,100.00	\$ 35.00 Per student
5800-Financial Management	20,000.00	21,400.00	22,898.00	24,500.86	7% Increase per Year
5800-Other - assessments	2,300.00	3,875.00	5,375.00	6,500.00	\$ 25.00 Per student
5800-District Oversight Fee	6,792.65	11,577.82	16,261.83	19,882.04	See Above
5800-District Oversight Fee-Facilities	13,585.31	-	-	-	See Above
5900-Communications	3,500.00	3,675.00	3,858.75	4,051.69	5% Increase per Year
6900-Depreciation Expense	1,500.00	1,500.00	1,500.00	1,500.00	
7000-Special Ed Encroachment	142,508.00	-	-	-	See Above
Total Other Expenses	<u>245,305.96</u>	<u>383,552.82</u>	<u>515,738.58</u>	<u>615,906.59</u>	
<b>Total Expenses</b>	<u>918,815.07</u>	<u>1,394,785.21</u>	<u>1,793,329.22</u>	<u>2,035,301.37</u>	
<b>Net Inc (Dec)in Fund Balance</b>	<u><u>236,277.57</u></u>	<u><u>75,864.59</u></u>	<u><u>142,285.38</u></u>	<u><u>328,143.03</u></u>	
<b>6/30/2014 Fund Balance per Unaudited Actuals</b>	<u><u>401,804.62</u></u>	<u><u>638,082.19</u></u>	<u><u>713,946.78</u></u>	<u><u>856,232.16</u></u>	
<b>6/30/2015 Projected Fund Balance</b>	<u><u>638,082.19</u></u>	<u><u>713,946.78</u></u>	<u><u>856,232.16</u></u>	<u><u>1,184,375.19</u></u>	
Minimum Ending Fund Balance - Greater of 3% of Expenses or \$50,000	<u><u>50,000.00</u></u>	<u><u>50,000.00</u></u>	<u><u>53,799.88</u></u>	<u><u>61,059.04</u></u>	

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Kavod Elementary Charter School  
Cash Flow

2015-16	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16
4100-Approved Textbooks	-	7,087.50	236.25	236.25	236.25	236.25	236.25	236.25	236.25
4200-Other Books		1,462.50	48.75	48.75	48.75	48.75	48.75	48.75	48.75
4300-Instructional Supplies		11,625.00	387.50	387.50	387.50	387.50	387.50	387.50	387.50
4320-Office Supplies		2,906.25	96.88	96.88	96.88	96.88	96.88	96.88	96.88
4340-Custodial Supplies		581.25	19.38	19.38	19.38	19.38	19.38	19.38	19.38
4390-Other Supplies		1,743.75	58.13	58.13	58.13	58.13	58.13	58.13	58.13
4420-Equipment		23,625.00	787.50	787.50	787.50	787.50	787.50	787.50	787.50
5200-Travel & Conference	325.00	325.00	325.00	325.00	325.00	325.00	325.00	325.00	325.00
5300-Dues and Membership	322.92	322.92	322.92	322.92	322.92	322.92	322.92	322.92	322.92
5400-Insurance	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5500-Utilities	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5520-Custodial	516.67	516.67	516.67	516.67	516.67	516.67	516.67	516.67	516.67
5600-Building Rent	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00
5600-Equipment Rent & Repairs	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75	968.75
5800-Audit & Tax Return	595.83	595.83	595.83	595.83	595.83	595.83	595.83	595.83	595.83
5800-Legal	504.17	504.17	504.17	504.17	504.17	504.17	504.17	504.17	504.17
5800-Advertisement/Recruitment	4,000.00	-	-	-	-	-	-	-	-
5800-Non Instructional Consultant	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
5800-Instructional Consultant			155.00	155.00	155.00	155.00	155.00	155.00	155.00
5800-Special Ed Consultants			7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00
5800- Student Events			542.50	542.50	542.50	542.50	542.50	542.50	542.50
5800-Financial Management	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33	1,783.33
5800-Other - assessments		5.00	387.50	387.50	387.50	387.50	387.50	387.50	387.50
5800-District Oversight Fee	679.27	679.27	679.27			1,157.78	1,157.78	1,157.78	1,157.78
5800-District Oversight Fee-Facilities	1,358.53	1,358.53	1,358.53			-	-	-	-
5900-Communications	306.25	306.25	306.25	306.25	306.25	306.25	306.25	306.25	306.25
7000-Special Ed Encroachment	14,250.80	14,250.80	14,250.80			-	-	-	-
	70,677.05	171,651.57	133,084.69	116,796.10	116,796.10	117,953.88	117,953.88	117,953.88	117,953.88
Ending Fund Balance									
Cash in Bank	357,491.72	300,075.04	201,777.76	229,933.12	236,373.56	191,999.07	224,314.92	183,862.93	167,765.70
Cash in Treasury	111,895.02	31,447.54	91,489.70	114,227.27	68,367.62	96,807.97	72,290.12	90,814.36	212,393.19
<b>Total Cash</b>	<b>469,386.74</b>	<b>331,522.58</b>	<b>293,267.45</b>	<b>344,160.39</b>	<b>304,741.18</b>	<b>288,807.04</b>	<b>296,605.05</b>	<b>274,677.29</b>	<b>380,158.89</b>



Kavod Elementary Charter School  
Cash Flow

2015-16	Apr-16	May-16	Jun-16	Deferred to 2016-17	Total
Beginning Balance					
Cash in Bank	167,765.70	321,497.30	305,387.90		
Cash in Treasury	212,393.19	90,802.19	84,753.09		
Total Cash	380,158.89	412,299.49	390,140.99		
Transfers Between Account					
Cash in Bank	212,393.19	90,802.19	84,753.09		
Cash in Treasury	(212,393.19)	(90,802.19)	(84,753.09)		
	-	-	-		
Cash Receipts					
State Special Ed Funds	10,042.29	10,042.29	10,042.29	10,042.29	75,950.00
Mental Health Funds				3,797.50	7,595.00
HCSC	25,000.00		25,000.00		100,000.00
Rent Reimbursement	23,250.00		23,250.00		93,000.00
Fundraising	1,000.00	1,000.00	1,000.00		10,000.00
	59,292.29	11,042.29	59,292.29	13,839.79	286,545.00
8011-State Apportionment Prior Year	42,324.23	42,324.23	28,216.15	14,108.08	320,098.87
8012-Education Protection Act			85,211.24		231,556.36
8096-In Lieu of Property Taxes Prior Year	42,428.86	42,428.86	42,428.86	42,428.86	606,126.57
8560-State Lottery-Unrestricted	4,784.85			9,569.70	19,139.40
8560-State Lottery-Restricted Lottery-Prior Year	1,139.25			2,278.50	4,557.00
8590-Mandated Cost Block Grant Interest Prior Year	125.00			125.00	2,126.60 500.00
	90,802.19	84,753.09	155,856.25	68,510.14	1,184,104.80
					1,470,649.80
Cash Disbursements					
Payroll	68,351.90	68,351.90	68,351.90		767,807.60
STRS	4,238.36	4,238.36	4,238.36		47,337.28
Benefits	3,496.93	3,496.93	3,496.93		41,963.20
Health	6,500.00	6,500.00	6,500.00		78,000.00
Workers Comp	895.78	895.78	895.78		10,749.31

Kavod Elementary Charter School  
Cash Flow

2015-16	Apr-16	May-16	Jun-16	Deferred to 2016-17	Total
4100-Approved Textbooks	236.25	236.25	236.25		9,450.00
4200-Other Books	48.75	48.75	48.75		1,950.00
4300-Instructional Supplies	387.50	387.50	387.50		15,500.00
4320-Office Supplies	96.88	96.88	96.88		3,875.00
4340-Custodial Supplies	19.38	19.38	19.38		775.00
4390-Other Supplies	58.13	58.13	58.13		2,325.00
4420-Equipment	787.50	787.50	787.50		31,500.00
5200-Travel & Conference	325.00	325.00	325.00		3,900.00
5300-Dues and Membership	322.92	322.92	322.92		3,875.00
5400-Insurance	968.75	968.75	968.75		11,625.00
5500-Utilities	968.75	968.75	968.75		11,625.00
5520-Custodial	516.67	516.67	516.67		6,200.00
5600-Building Rent	15,500.00	15,500.00	15,500.00		186,000.00
5600-Equipment Rent & Repairs	968.75	968.75	968.75		11,625.00
5800-Audit & Tax Return	595.83	595.83	595.83		7,150.00
5800-Legal	504.17	504.17	504.17		6,050.00
5800-Advertisement/Recruitment	-	-	4,000.00		8,000.00
5800-Non Instructional Consultant	83.33	83.33	83.33		1,000.00
5800-Instructional Consultant	155.00	155.00	155.00		1,550.00
5800-Special Ed Consultants	7,750.00	7,750.00	7,750.00		77,500.00
5800- Student Events	542.50	542.50	542.50		5,425.00
5800-Financial Management	1,783.33	1,783.33	1,783.33		21,400.00
5800-Other - assessments	387.50	387.50	387.50		3,880.00
5800-District Oversight Fee	1,157.78	1,157.78	1,157.78	3,473.35	11,577.82
5800-District Oversight Fee-Facilities	-	-	-	-	-
5900-Communications	306.25	306.25	306.25		3,675.00
7000-Special Ed Encroachment	-	-	-	-	-
	117,953.88	117,953.88	121,953.88		1,393,290.21
					Difference \$1500 Deprn
Ending Fund Balance					
Cash in Bank	321,497.30	305,387.90	327,479.40		
Cash in Treasury	90,802.19	84,753.09	155,856.25		
<b>Total Cash</b>	<b>412,299.49</b>	<b>390,140.99</b>	<b>483,335.65</b>		

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June 2014													
5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	1/5th of Balance	1/5th of Balance	1/5th of Balance	1/5th of Balance	Balance		
							9.00%	9.00%	9.00%	9.00%	9.00%	0.00%	100.00%
											-3.00%	3.00%	0.00%
5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	6.00%	3.00%	100.00%

Property Taxes		6%	12%	8%	8%	8%	8%	8%	1/3 OF BAL	1/6 OF BAL	1/6 OF BAL	1/6 OF BAL	Balance
2015-16 Fiscal Year		p2	p2	4th Friday	4th Friday	4th Friday	4th Friday	4th Friday	p1	p1	p1	p1	p2
P2 of prior year	359,765.45	21,585.93	43,171.85										
Estimated 4th Friday	606,126.57			92,835.13	48,490.13	48,490.13	48,490.13	48,490.13					
P1 of Current Year	606,126.57								84,857.72	42,428.86	42,428.86	42,428.86	
P2 of Current Year	606,126.57												42,428.86
TOTAL		21,585.93	43,171.85	92,835.13	48,490.13	48,490.13	48,490.13	48,490.13	84,857.72	42,428.86	42,428.86	42,428.86	606,126.57