

BARACK OBAMA -  
MIDDLE SCHOOL -  
  
CHARTER PETITION -

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November 16, 2009 -

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**AFFIRMATIONS AND ASSURANCES**

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As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the charter for Barack Obama Middle School (BOMS) to be located within the Compton Unified School District boundaries is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, BOMS is committed to the following affirmations:

- BOMS shall conduct all required pupil assessment tests pursuant to Education Code §60605 and §60851 or any other pupil assessments applicable to pupils in non-charter public schools.
- BOMS shall meet all statewide standards applicable to non-charter public schools.
- BOMS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- BOMS will not charge tuition.
- BOMS will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.
- BOMS will admit all pupils who wish to attend BOMS, subject only to capacity.
- The Meetings of the Board of Trustees for BOMS shall be held in accordance with the Brown Act.
- BOMS shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- BOMS shall comply with the Public Records Act and the Family Educational Privacy Rights Act (“FERPA”).
- Admission to BOMS shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. This is subject only to capacity and the admissions procedures and preferences stated herein.
- BOMS shall continually strive for a healthy, collaborative, synergistic relationship with the Compton Unified School District (“CUSD”) without imposing a burden or liability on CUSD.
- BOMS shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code §47612.5 for the appropriate grade levels.
- BOMS shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- BOMS shall comply with all laws related to the minimum and maximum age for public instruction.

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- BOMS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, teaching credentials, fingerprinting, and background checks as required by law.
- BOMS shall ensure that teachers in BOMS 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, and are highly qualified as required by the No Child Left Behind Act (“NCLB”). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- BOMS shall on a regular basis consult with its parents and teachers regarding BOMS’ educational program.
- BOMS shall at all times maintain all necessary and appropriate insurance coverage.
- BOMS facilities shall comply with the Field Act or the California Building Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which BOMS is located.
- BOMS shall notify the Superintendent of the school district of the pupil’s last known address within 30 days of the pupil being expelled from or leaving BOMS without graduating. BOMS shall provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, upon request.
- BOMS shall comply with all applicable provisions of the No Child Left Behind Act.

BOMS shall comply with all other applicable federal, state and local laws.

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Glenn Noreen, Lead Petitioner -

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Date

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**PREFERENCE FOR THIS PETITION**

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Barack Obama Middle School submits this petition to the Compton Unified School District as its sponsoring district and is requesting charter approval for a period of five years from July 2010 through June 2015. “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

Accordingly, this charter petition is entitled to preference in the review and approval process.

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**ELEMENT I: FOUNDING GROUP**

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Barack Obama Middle School (“BOMS”) will be operated by Ingenium Schools, which was founded to develop Reinventing Schools Model (RSM)-based charter schools to replicate the success of existing RSM-based public schools in challenging urban school districts and offer positive educational choices to parents and students. Compton Unified School District (“the District” or “CUSD”) was identified as an area in need of additional educational choices due to the absence of any other District-approved charter middle schools.

Barack Obama Middle School’s Development Team includes five staff members: Glenn Noreen, the Executive Director; Pete Nichols, the Principal; Richard DeLorenzo, the Education Director; Wendy Battino, the Development Director; and Rick Schreiber, Education Specialist. It also includes the Ingenium Schools Board of Trustees: David Bhattacharyya, Tom Harkenrider, Annie Winston, Joan Faqir, Kyle Kopicic, and Dr. Michael Noble. Brief bios of each of the Board members are contained in Element VI and their résumés are contained in Appendix K: Board and Key Staff Member Résumés. Brief bios for the staff members follow (résumés for Glenn Noreen and Pete Nichols are also contained in Appendix K).

**GLENN NOREEN**

Glenn Noreen developed two international charter schools now in operation for SABIS® Educational Systems and was the Vice President - Finance and Operations for Fairmont Private Schools for seven years. He is a California Award for Performance Excellence (CAPE) Senior Examiner and a Malcolm Baldrige National Quality Award Examiner. He was a certificated math teacher. He earned his MBA at the Harvard Business School, his Masters in Education at Claremont Graduate University, and his BA in Economics at the University of Washington. He holds a Certificate in School Business Management from California State University – Fullerton.

**PETE NICHOLS**

Pete Nichols attended the University of Portland, Oregon where he earned his BA degree. He holds a Master of Arts Degree in Education and earned his California Administrative Supervision Credential from California State University at Fullerton.

His background includes more than three decades of experience within both the private and public school system. As a school administrator and secondary teacher, he has worked with students, teachers and parents at the elementary, secondary, and post-secondary levels. His recent position as Principal with Oxford High School in Rowland Heights provided him with a solid knowledge base about the college application process, which he learned really begins with building a solid foundation in elementary school.

Pete Nichols is currently the Principal at Barack Obama Charter School.

**RICHARD DELORENZO, EDUCATION DIRECTOR**

Under Richard DeLorenzo’s leadership as Superintendent for 1994 to 2004, Chugach School District made dramatic changes in its approach to education yielding phenomenal results in both academic achievement and transitional skills. Community standards linked with state and national standards, effective instruction, meaningful assessment, and a strong

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accountability system were at the forefront of this reform effort, which culminated in Chugach becoming the only K-12 district to receive the New American High School Award and one of the first two school districts to receive the highly coveted Malcolm Baldrige National Quality Award.

Mr. DeLorenzo has more than twenty-four years of experience working with high risk youth and students with disabilities of all ages in a wide variety of settings, from urban classrooms of 30 multi-age elementary students to rural school settings of “at-risk” secondary pupils.

Mr. DeLorenzo co-founded the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams. The Re-Inventing Schools Coalition developed and supports the Reinventing Schools Model.

**WENDY BATTINO, DEVELOPMENT DIRECTOR**

Wendy Battino authored the first Malcolm Baldrige Award-winning application in education for the Chugach School District. Other accomplishments include co-authoring the Guide to Re-Inventing Schools and international presentations on continuous improvement. She continues her work with organizations around the globe focusing on reinventing schools based on the RISC Model.

Ms. Battino has been integral in the initial development of the Re-Inventing Schools Model through her grassroots efforts in teambuilding and continuous improvement. She has accomplished numerous milestones as a result of her commitment to do the right thing for students, staff, and communities.

Ms. Battino began her formal educational career working with students who did not fit in the traditional system. She soon realized that a focus on innovations was imperative to meeting the needs of all students. Through this recognition she began a journey to improve schools systems across all boundaries. Experience at the classroom, school and district levels provided Ms. Battino with an extensive background in standards-based instruction and assessment, school improvement planning, and curriculum design.

Ms. Battino is currently the Executive Director of the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams.

**RICK SCHREIBER, EDUCATION SPECIALIST**

Rick Schreiber studies outstanding performance systems in education. Believing passionately in the need to create schools that meet the needs of all children, Mr. Schreiber knows firsthand that helping students to develop an enthusiasm for learning and to reach their full potential is possible for all. Indeed, he has been integral in creating a successful performance system using input from schools, communities, and businesses and allowing all students to meet with success and take ownership of their educational careers in the development of the Re-Inventing Schools Model.

Mr. Schreiber has accomplished exceptional results with his extensive background in standards-based instruction and assessment, school improvement planning, and curriculum de-



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sign at the classroom, school, and organizational levels. He incorporates best practices from research to develop systems of excellence, which meet the individual needs of students. Providing numerous organizations training in effective research-based systemic approaches that can be sustained over time and focusing on continuous improvement lies at the heart of his work.

Mr. Schreiber is the author of the Guide to Re-Inventing Schools as well as the co-author of the first Malcolm Baldrige Award-winning application in education for the Chugach School District. He conducts international presentations and trainings on continuous improvement in education with organizations around the globe focusing on reinventing schools based on the RISC Model.

Mr. Schreiber is currently the Director of Operations for the Re-Inventing Schools Coalition (RISC), whose charge is to help educational systems reinvent themselves in order to provide educational excellence to all students.

**Experience of Founding Team**

	<b>Curriculum, instruction and assessment</b>	<b>Finance, facilities, and business management</b>	<b>Organization, governance, and administration</b>
<b>Glenn Noreen</b>	Masters in Education from CGU, California Teaching Certificate	MBA Harvard Business School, Certificate in School Business Management, managed 6 school construction projects; seven years experience as schools business manager, Executive Director of Ingenium Schools	Vice President, Finance and Internal Operations, Fairmont Private Schools; client manager, EdTec; California Charter Quality Institute participant; Malcolm Baldrige National Quality Award Examiner
<b>Pete Nichols</b>	Master of Arts Degree in Education and California Administrative Supervision Credential from California State University at Fullerton	Principal, Barack Obama Charter School; -	California Administrative Supervision Credential
<b>Richard DeLorenzo</b>	24 years of experience working with high risk youth and students with disabilities of all ages in a wide variety of settings, from urban	Former Superintendent, Chugach School District	Led Chugach School District when it won the National Malcolm Baldrige Quality Award, the nation's highest award for performance excellence

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	classrooms of 30 multi-age elementary students to rural school settings of “at-risk” secondary pupils		
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Barack Obama Middle School will serve sixth through eighth grades. It will have 150 students its first year. It will initially be at 736 East Compton Boulevard in Compton.

BOMS will use the Reinventing Schools Model and quality tools to build a high-quality, high-performing school. BOMS’ philosophy is that students are most successful when they accept personal responsibility for their learning. The most important workers at BOMS will be its students. Our students will understand that their “job” is to master the standards and be prepared for the next grade level; their “customers” are the next grade level teachers. Students will record assessment results in their own Data Notebooks and create action plans to improve their achievement. This approach will help students become proactive and make decisions based on data.

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**ELEMENT II: EDUCATIONAL PHILOSOPHY AND PROGRAM**

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**MISSION AND VISION**

SCHOOL MOTTO

Establishing a tradition of excellence with a vision for tomorrow.

PURPOSE

Inspiring students to become accomplished, enthusiastic learners who are responsible and “response-able” citizens.

MISSION

We will utilize the Reinventing Schools Model to continuously improve the delivery of a student-centered quality instructional program. Our school will support strong student achievement in a safe learning environment.

VISION STATEMENT

Our students will learn to become lifetime learners who are continuously accountable for their own progress. All students will take ownership of their own learning by using quality systems and tools such as setting their own learning and behavioral/social goals, preparing action plans for achieving these goals, and tracking their own academic statistics and behavioral/social progress continuously in their Data Notebooks. As a result, they will become self-aware and self-reflecting analytical thinkers and independent decision-makers.

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Classes will be flexibly designed to adjust curriculum, adding to the time spent on concepts to reflect the rate at which students master their learning goals. Frequent assessments will be given to allow students to track their progress with real-time data. Students will also track their enthusiasm for learning, self-motivation, and level of personal responsibility.

Graduating students will be able to demonstrate the ability to gather, analyze and use data and information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society. They will be self-motivated, competent, lifelong learners who fully embrace the concept of individual accountability.

See Appendix I, "A Day in the Life of a Student," for an illustration of what this vision will look like to a student on a typical day.

### **EDUCATIONAL PHILOSOPHY**

#### WHOM BOMS IS ATTEMPTING TO EDUCATE

Barack Obama Middle School's educational program has been developed to provide expanded educational choice and opportunities for families in Compton and surrounding communities. BOMS will strive to enroll a student body that is representative of the diversity of the surrounding community. It will serve students whose families have an interest in and a commitment to the schools' joint philosophy and vision.

BOMS shall be non-sectarian in its admission policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. We believe that our RSM approach will greatly benefit many students who may have experienced problems at other schools.

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

The Secretary's Commission on Achieving Necessary Skills report (SCANS), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today's youth to acquire in order to participate in the modern workplace. The report breaks down the skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize, and deploy resources. Barack Obama Middle School agrees in large part with this report's conclusions and believes that educated people in the 21<sup>st</sup> century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20<sup>th</sup> century, information and communication will be the hallmarks of the ever changing and ever shrinking 21<sup>st</sup> century world. To function effectively in the environment and in the 21<sup>st</sup> century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze, and use information in many mediums;

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- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21<sup>st</sup> century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.
- Have extensive computer skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance.

### HOW LEARNING BEST OCCURS

Barack Obama Middle School's educational philosophy focuses on creating a supportive learning environment enabling students to become responsible and "response-able" learners utilizing the tools of the RSM to attain their goals. Expectations for student achievement and mastery of the California Content standards will be clearly defined and students will come to understand the importance of doing their "job" as they move forward to accomplish their goals. This approach serves BOMS' objective of enabling all students to become self-motivated, competent, and lifelong learners.

Barack Obama Middle School will use a "backwards" design approach to curriculum to help all students pinpoint their specific goals and achieve success. As recommended in *Understanding by Design* (by P. Wiggins and Jay McTighe, ASCD, 2nd edition 2005), curriculum will be designed to not "simply cover content, but rather help all students to uncover and develop a deeper understanding of the content." At Barack Obama Middle School, once all students learn how to clearly define their goals and individualize their plans, as well as track their progress based on teacher assessments and comments, working along with the teacher, they will be able to set realistic and achievable goals and attain them. Students will come to fully understand the role of continuous improvement and evaluation of their own progress guided by the classroom teacher and will achieve success beyond even what they could have imagined at the beginning of the year. Incremental success will lead to greater success as all students become more confident in their own abilities and with encouragement and recognition for all achievements, their self-confidence will soar and they will shine.

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In the classroom, teachers will use differentiated instruction to address individual student needs. The Data Notebooks each student will keep to track their own progress will support this differentiated instruction, as will the Classroom Data Notebooks maintained by teachers.

In addition, teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis (see *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001; Robert Marzano is an associate of RISC). The McREL study identified instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The figure below lists nine categories of strategies that have a strong effect on student achievement. Barack Obama Middle School will use all nine of these strategies in its classrooms.

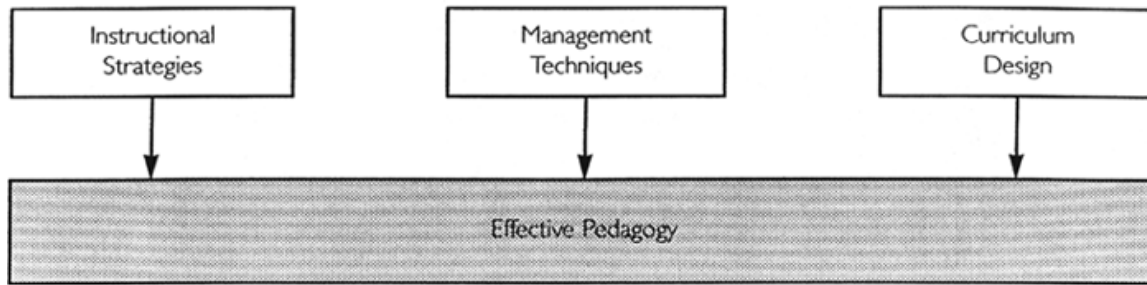
<b>Instructional Strategy</b>	<b>Average Effect Size</b>
Identifying similarities and differences	1.61
Summarizing and note taking	1.00
Reinforcing effort and providing recognition	.80
Homework and practice	.77
Nonlinguistic representations	.75
Cooperative learning	.73
Setting objectives and providing feedback	.61
Generating and testing hypotheses	.61
Questions, cues, and advance organizers	.59

All Barack Obama Middle School students will truly become responsible for their own learning as teachers consciously shift responsibility to them and guide them, while at the same time demonstrate their own ability to shift gears to address and recognize multiple intelligences. Teachers will help all students develop a greater understanding of how they learn best as individuals as well as learn how to utilize their developing brains by giving them the academic vocabulary they are often missing and offering up a variety of techniques to reach them.

In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy diagramed below:

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### Three Elements of Effective Pedagogy



The research-verified instructional strategies Barack Obama Middle School will use are outlined above and will be demonstrated at the highest level by all teachers. The Baldrige framework is the management technique being employed at all levels throughout the school. The curriculum design detailed below completes the design.

Barack Obama Middle School's approach to effective pedagogy will lead students on the path to becoming proactive learners capable of setting goals, creating action plans, and making decisions based on their own data, learning cause and effect relationships between effort and engagement, and ultimately becoming confident responsible and "response-able" learners with a positive self-image and the tools they need to continuously improve and achieve success.

Barack Obama Middle School's philosophy is that all students become more successful when they accept personal responsibility. As students experience success, they develop increased confidence and pride in their accomplishments.

Barack Obama Middle School considers all students as workers and customers within the classroom. Students understand that their "job" is to master the standards and be prepared for the next grade level, then high school graduation and post-secondary opportunities including but not limited to admission to a four year college and beyond.

Barack Obama Middle School will consciously shift the responsibility for learning from teachers to students. Teachers will facilitate learning and create learning experiences, then use data and feedback from all students to improve instruction. Students, on the other hand, will truly be responsible for taking ownership of their own learning. This approach will help all students become proactive by setting goals, creating action plans, and making decisions based on their own data, learning cause and effect relationships between effort and engagement. In this way, all Barack Obama Middle School students will develop self-confidence and a positive self-image which they will carry with them wherever they may go in life.

### **STUDENTS TO BE SERVED**

Barack Obama Middle School intends to serve middle school age students in Compton. It will reflect the ethnic, cultural, and economic diversity of Compton Unified School District.

Barack Obama Middle School will serve students in sixth through eighth grades: generally, students between the ages of 13 and 15. The school will open with 150 students in sixth and seventh grades during the first year. It will add eighth grade its second year and expand to 300 students by the third year at full enrollment. Average class size will be 30 students.

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The school will comply with statutes governing the minimum age of attendance at a public school.

The table below indicates the anticipated enrollment at Barack Obama Middle School by grade level.

**Enrollment by Grade Level**

	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Sixth	75	75	100
Seventh	75	75	100
Eighth		75	100
<b>Total</b>	<b>150</b>	<b>225</b>	<b>300</b>

Barack Obama Middle School will serve “normal” community children – it does not plan to seek out students with particular educational interests, backgrounds, or challenges. The overwhelming majority of students within CUSD come from underserved communities.

The Barack Obama Middle School site is located at 736 East Compton Boulevard in Compton. The nearest existing CUSD middle school is Roosevelt Middle School. We expect many of our students will come from this school. During the 2008-2009 school year Roosevelt Middle School’s student population was 80% Hispanic and 18% African-American. 40% of Roosevelt Elementary School’s students were English Language Learners and 91% qualified for free and reduced price meals. Roosevelt Middle School’s 2008 API State Ranking was 2 and its Similar Schools Ranking was 9. It is currently in Year Five of Program Improvement. Its current target API for 2009 is 666. The 2009 Schoolwide California Standards Test (CST) English/Language Arts Percent Proficient or Above score for eighth graders was 23%; the CST Mathematics score was 33%.

**CURRICULUM AND INSTRUCTIONAL DESIGN**

Barack Obama Middle School’s educational program has been designed around the reinventing Schools Model (RSM) and Baldrige quality principles, processes, and tools developed originally for businesses but adopted successfully by an increasing number of public schools across the country. Nearby, Long Beach Unified School District has been implementing Baldrige programs in a number of its schools. Emerson Parkside Academy, a conversion charter school in Long Beach, increased its API from 536 in 1998 to 820 in 2007 through the use of Baldrige systems and processes and in 2006 won the Silver level California Award for Performance Excellence. BOMS will work closely with the Re-Inventing Schools Coalition (RISC), which was formed by the leaders of Chugach School District when it won the Baldrige Award, to perfect its own Baldrige implementation.

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BALDRIGE CORE VALUES AND CONCEPTS

The foundation of BOMS’ business practices and educational philosophy are the Baldrige Core Values and Concepts, which are incorporated in the RSM. These Values and Concepts form the basis for the Malcolm Baldrige National Quality Award, which five school districts have won (in Alaska, New York, Illinois, Oklahoma, and North Carolina; see <http://www.quality.nist.gov/index.html>). *Barack Obama Middle School will meet the objective of enabling all students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.*

**Baldrige Core Values and Concepts**

Focus on the future -	Systems perspective	Agility -
Visionary leadership -	Management by fact	Organizational and - personal learning -
Focus on results and creating value -	Managing for innovation	Public responsibility and citizenship
Learning-centered education -	Valuing faculty, staff, and partners	

All eleven Core Values and Concepts are detailed in the “Education Criteria for Performance Excellence” available online at [http://www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm).

BALDRIGE CRITERIA

The Baldrige National Quality Program is an integrated management system based on seven criteria categories that, when aligned and integrated, form a framework for excellence. Since the Malcolm Baldrige National Quality Improvement Act of 1987 (Public Law 100-107) was signed into law, thousands of organizations (education, business, healthcare, and non-profit) regularly use the Criteria to assess the effectiveness and efficiency of their organizations. The Criteria can be applied equally to systems and sub-systems. Central to excellence is a system (this case, the school) where leaders understand the importance of alignment and integration, fact-based decision-making, and systematic evaluation.

The Core Values and Concepts outlined above are embodied in the following seven Baldrige Categories:

1. - *Leadership*. This category examines how an organization’s senior leaders guide and sustain the organization. Also examined are the organization’s governance and how the organization addresses its ethical, legal, and community responsibilities.
2. - *Strategic Planning*. The Strategic Planning Category examines how an organization develops its strategic objectives and action plans. Also examined are how the chosen strategic objectives and action plans are deployed and changed if circumstances require and how progress is measured.
3. - *Customer Focus*. The Customer Focus Category examines how an organization engages its students and stakeholders for long-term market success. This engagement



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strategy how the organization builds a student- and stakeholder-focused culture. Also examined is how the organization listens to the voice of its customers (its students and stakeholders) and uses this information to improve and identify opportunities for innovation.

4. - *Measurement, Analysis, and Knowledge Management.* The Measurement, Analysis, and Knowledge Management Category examines how an organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets. Also examined is how the organization reviews its performance.
5. - *Faculty and Staff Focus.* The Faculty and Staff Focus Category examines how an organization engages, manages, and develops its workforce to utilize its full potential in alignment with the organization's overall mission, strategy, and action plans. The Category examines the organization's ability to assess workforce capability and capacity needs and to build a workforce environment conducive to high performance.
6. - *Process Management.* This category examines how the organization designs its work systems and how it designs, manages, and improves its key processes for implementing those work systems to deliver student and stakeholder value and achieve organizational success and sustainability. Also examined is the organization's readiness for emergencies.
7. - *Organizational Performance Results.* The Organizational Category examines an organization's performance and improvement in key areas — student learning results; student- and stakeholder-focused results; budgetary, financial, and market performance; faculty and staff results; operational performance; and leadership and social responsibility. Performance levels are examined relative to those of competitors and comparable organizations through benchmarking.

Barack Obama Middle School will periodically prepare California Performance Award and Baldrige Award applications based on these Categories to evaluate how it is progressing towards its goal of becoming a world-class Baldrige-based educational institution.

### INGENIUM CLASSROOM LEARNING SYSTEM

All Barack Obama Middle School classrooms will employ the Ingenuity Classroom Learning System (CLS), which Barack Obama Middle School's parent organization, Ingenuity Schools, is adapting from the Reinventing Schools Model; see the enclosed Guide to Reinventing Schools CD. The CLS promotes inquiry-based learning and learner self-initiative. By motivating all students, fostering a desire to learn and providing an effective, efficient, and high-quality educational experience, the CLS will guide each student to achieve his or her full potential.

The Classroom Learning System creates a dynamic learning environment that empowers teachers and learners in a cost-effective manner. It uses several strategies to improve teacher efficiency.

The CLS supports complete and useful parent communications, including Data Notebooks, Student-Led Conferences, and newsletters.

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In BOMS' RSM classrooms, teachers and all students will put processes and systems into place to guide the learning of the class and of individual students. Key to these classrooms is the development of a classroom culture which encourages all students to communicate openly in a trusting and accepting classroom environment enabling them to take responsibility for their learning. All students will manage their learning and chart their progress whether it be in PE or in an algebra class. When things don't go right, students learn to plan for rapid change.

The following elements will be common to all Ingenium classrooms:

- Classroom data centers.
- Individual Data Notebooks.
- Scoring guides and capacity matrixes (see Appendix C).
- Use of quality tools and the Plan, Do, Study, Act (PDSA) cycle.

Teachers and all students will build processes and systems to address each of the following Baldrige Categories.

### *Student and Stakeholder Focus*

- Determine classroom and individual student needs.
- Build positive relationships with one another
- Monitor levels of satisfaction or dissatisfaction with the teaching/learning process and classroom procedures

### *Leadership*

Classrooms will:

- Develop classroom and individual mission statements that are aligned with their school's vision and mission.
- Establish good communication and ways to monitor classroom and individual student progress.

### *Strategic Planning*

Students will:

- Set classroom and individual goals and objectives based on class and student needs.

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- Develop action plans designed to meet their goals and objectives.

### *Organizational Performance Results*

School Data Center will be established to:

- Set targets linked to summative assessment tools that are aligned with goals and objectives.
- Use high-performing classrooms as benchmarks.
- Compare the progress of the classroom with similar classrooms.

### *Measurement, Analysis and Knowledge Management*

Classrooms will decide how and when progress will be measured, using (and developing) a variety of formative tools, aligned with summative tools. This avoids surprises at the end of the semester or year.

### *Faculty and Staff Focus*

Determine what resources (material and human) will be needed to achieve the goals and objectives.

### *Process Management*

- Create well-defined, well-designed, and well-deployed processes and systems for each action within the RSM.
- Revisit processes frequently for rapid response when the anticipated change or progress is not made.
- Use quality tools and the PDSA model to enhance participation and process thinking.

## CLASSROOM DATA CENTERS

The focal point of the Classroom Learning System is the classroom data center. It commands center stage and communicates a classroom environment focused on evidence of student learning.

Data centers become a reference for teachers and all students to organize and maintain their focus on results. A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.

The classroom data center evolves as the teacher and all students:

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- Formulate the class mission, ground rules, responsibilities, and core values that were created in building the class culture.
- Develop and evaluate class goals/objectives and action plans based on student needs, the curriculum, the class mission, and stakeholder expectations.
- Establish data charts for each goal that allow the class to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.
- Incorporate quality tools and the PDSA cycle to problem solve — assessing, re-directing, and revising goals/objectives as needed.

BOMS classroom data centers will include:

- The class mission and core values.
- Course or grade level goals/objectives.
- The class goals/objectives and action plans.
- Data charts.
- Quality tools and a PDSA cycle.

### DATA NOTEBOOKS

Data Notebooks support all students in becoming co-producers of their learning. They help all students organize processes for learning. Barack Obama Middle School Data Notebooks will include:

- Individual mission statements prepared by all students based on their own needs and aligned with the classroom mission.
- Personal goals/objectives and action plans based on curricular and stakeholders expectations and individual needs and missions.
- Formative assessments to document progress.
- Capacity matrixes in which students will score their progress towards mastering specified standards (see Appendix C).
- Subject or course expectations and goals/objectives.
- Quality tools such as force-field analyses to determine “drivers” and “preventers” in achieving goals and PDSA models to redirect learning processes.

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- A parent communication section to keep parents informed on at least a quarterly basis and also provide parents with the opportunity for input.

### *Data Notebooks empower students*

Data Notebooks empower all students to become accountable for their learning. By writing goals/objectives based on actual course or subject objectives, all students have control over their pace of learning. Goals/objectives are also written by all students to capture short-term gains to motivate themselves to achieve long-range goals.

### *Data Notebooks provide feedback*

As with classroom data centers, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The notebook also documents progress that can predict course grades, providing “no surprises” at the end of each school quarter or semester.

### *Data Notebooks help students manage their learning*

Data Notebooks are constructed in a way for all students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, all students are provided with the means for self-empowerment and motivation.

## ADDRESSING THE NEEDS OF THE TARGETED STUDENT POPULATION

Many of Barack Obama Middle School’s targeted students are at risk and lack the academic skills to succeed in school. Consequently, some have learned to either act-out as a means to cover up pain associated with not being on an academic par with their classmates or to cover up the fear that they really are ‘not as good’ as the others. The result is that they often find themselves being sent to the Principal’s office and in in-school suspension or after school detention as consequences for inappropriate comments and actions; sometimes they even resort to violent behavior. These students are frequently taunted verbally and physically by their classmates. Too many adults in traditional schools do not appropriately intervene either out of fear of the bullies or viewing it as a ‘right of passage.’ This sends all students the message that bullying and other inappropriate behavior towards any student is going to be ignored, therefore giving it tacit approval.

### *How the Reinventing Schools Model improves the behavior of all students, including those at risk*

The Reinventing Schools Model changes the culture of schools and classrooms and eliminates most, if not all, behavioral problems through the following means.

- Dr. Deming, the Father of Modern Quality and upon whose theory the RSM framework for excellence is modeled, said that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty people. The Baldrige approach focuses on improving systems and processes and not on shaming and blaming people.

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- RSM is a leadership model of how to manage the system to empower the workers and other stakeholders (students are workers in the classroom system and key stakeholders in the school).
- Teachers and all students become co-partners to create a new classroom culture – one that focuses on success for all. The approach starts with class strategic planning and two foundational principles: I am responsible for my own learning, and I am response-able to the success of the class [response-able meaning ‘able to respond’]. These two principles apply equally to the teacher and to all students. Everyone understands the purpose of the class – learning. Purpose answers the “why” question. Next comes a collaboratively written and signed class vision, which answers the “what” question. With purpose and vision defined, the class collaboratively writes a mission statement, which outlines the social skills needed to stay on the path towards the vision. Mission answers the “how” question. Strategic planning continues with development of class goals that arise from the vision. All these documents are agreed upon and signed by all students and the teacher.
- To understand needs and expectations of all students as customers and workers, teachers lead all students in the development of quality factors for the teacher (what do I have to remember every day to ensure that I am the best facilitator of your learning?) Students also define the quality factors of a student (what do I have to remember every day to ensure that I am committed to learning and to the success of the class?).
- Student needs and expectations are also determined through learning styles inventories and other tools throughout the school year to make mid-course adjustments.

The combination of classroom strategic planning and defining the key characteristics of teachers and all students saves instructional time because everyone is ‘on the same page.’ It greatly reduces disruptions that result when a traditional top-down, boss management approach is used by teachers. In a Baldrige classroom everyone is considered important to the success of the group and learning dramatically increases.

Mission and quality factors for students and teacher are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan, except the vision, is ‘set in stone.’

*How the Reinventing Schools Model improves the resilience of all students, including those with significant behavior and academic challenges*

Traditional schools frequently have a punitive approach to discipline. If these approaches worked, there would be no (or very, very few) need for in-school suspension, detention or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom problems on the students. As Dr. Deming stated, at least 95% of all problems within an organization are due to faulty systems and not people.

The Reinventing Schools Model improves student resilience by:

- A team approach at the school level in which all students participate as part of teams empowered to solve system issues.

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- Students working with adults to write surveys, analyze data, determine root causes, and establish improvement theories to resolve a wide variety of problems within the school.
- Students involved in the process represent all groups within the school.
- Regular opportunities for all students to provide suggestions for improving the school.
- The establishment of a culture in which the ‘way the school does business’ is to live the two principles: I am responsible and I am response-able. Great pride in the school is established when such a culture change happens.
- Connecting everyone in the school to everyone else and making the culture of caring evident.

### ADDRESSING CALIFORNIA STATE STANDARDS

Barack Obama Middle School’s instructional approach will support all the school’s students’ achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes.

- The California Content Standards will form the basis of action plans created by all students in their Data Notebooks and monitored by teachers in all curricular areas. As the school year begins, all students in every subject area will be presented with the standards to be mastered over the course of the school year. These standards will inform the plan for the students and progress will be monitored on a regular basis in Data Notebooks guided by teachers in classrooms.
- Comparative data will be posted and analyzed in each subject area to monitor progress at the individual, class, and school wide levels.
- Overall data trends will be presented to each grade level and discussions will take place on a weekly basis regarding curricular adjustments and modalities to be utilized for students who continue to struggle to achieve progress and eventual mastery of a specific standard. Best practices will be discussed and distributed to all teachers in a collegial atmosphere to continue to assist students who may not be meeting their goals as well as provide recommendations for students who are far exceeding their goals.
- Prior to the start of the school year and during professional development time over the course of the summer, teachers in all subject areas will unpack the standards, create overall pacing charts, and select targeted areas for testing at the quarter and semester. Teachers will develop standards-based assessments to follow the pacing chart that will focus on building capacity in each area and eventually demonstrating mastery of the standards required in specific courses.
- Report cards will reflect standards-based grading. Grades will be based upon the ability to progress towards mastering the standards covered in each individual sub-

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ject area. All assignments, assessments, and projects will be standards-based and all students will continue to focus on their goals for mastering the standards as noted in their Data Notebooks throughout the school year.

- Correlation studies will be performed using school-wide mastery of the standards and comparative data from the California Standards Tests in each subject area as appropriate. A full analysis of school performance as well as class and individual performance will be studied as data becomes available from the State. Trends will be noted and, prior the start of the next school year, recommendations and an action plan will be developed to address any shortcomings in the area of mastery of the standards and make any curricular changes seen to be necessary.

Focusing on continuous improvement for the students and the school as a whole measured by the ability of students to demonstrate mastery of the standards is an essential element of creating a school of excellence at Barack Obama Middle School.

### CURRICULUM

The Barack Obama Middle School curriculum will be guided by the California content standards specifying what all students must master each academic year.

Barack Obama Middle School will offer a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by proven research-based curriculum models.

Our curriculum will give students the opportunity to become natural learners. We believe that growth is developmental and BOMS will be prepared to assist students at different developmental levels socially and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, Barack Obama Middle School will provide all students with the opportunity to learn a second language, experience other cultures, and understand the challenges that they face in a global society.

The school will encourage all students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school will foster a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level as set by state standards in areas of reading, language arts, mathematics, science and social studies.



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The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition all students will be taught physical education, visual-performing arts, technology, and foreign language courses.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis will be on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for all students who learn best through seeing, hearing, and movement. These activities will employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual intellectual strengths and learning styles.

The Visual and Performing Arts learning standards form a bridge for all students at Barack Obama Middle School to achieve excellence. The arts program supports and extends learning experiences for all students in basic literacy and advance skills in Language Arts, Math, Science, and History/Social Science. The arts program will engage all students in activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products.

### CORE ACADEMIC COURSE DESCRIPTIONS

#### *Math*

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students. And the latest TIMSS (Trends in International Mathematics and Science Study) data (1999) shows the United States to be behind many other industrialized countries in math achievement. Out of the 34 countries that participated in the study, the United States ranked nineteenth in math performance.

Since the passage of the No Child Left Behind Act, demand for mathematics programs and practices that have been proven by scientific research to be effective has increased. The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.

#### **Prentice Hall Middle School Math**

BOMS will use the Prentice Hall Middle School Math program. PRES Associates, an independent research firm, conducted a study to assess the effectiveness of Prentice Hall Middle School Math in helping students attain critical mathematics skills during the 2007-2008 school year. The evaluation study employed a randomized control trial (RCT) design, which was utilized to meet the rigorous standards of the What Works Clearinghouse (WWC). The study was conducted across 5 schools in CO, FL, KY, MI, and NY. The sample included 15

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teachers and 922 students in the seventh grade. The students were assessed at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS), Group Mathematics Assessment and Diagnostic Evaluation (GMADE), and Balanced Assessment of Mathematics (BAM) assessments.

In the first year of use, students at all ability levels using Prentice Hall Middle School Math showed significant improvement in the areas of:

- Math concepts and estimation
- Math vocabulary
- Problem-solving and interpretation
- Communicating mathematical ideas
- Math computation

In addition, students who used Prentice Hall Middle School Math showed a significantly greater gain in math computation skills as compared to students who used other math programs.

### *Reading and Language Arts*

Barack Obama Middle School will use Pearson Literature California Reading and Language, a comprehensive literature program developed specifically for California and based on the most recent reading research. Organized around Big Questions and the Understanding by Design model of Grant Wiggins, the program also provides differentiated instruction for struggling readers, English learners, and advanced learners, making the program curriculum accessible to all students and ensuring that all students have the opportunity to master the State's English-Language Arts Content Standards.

### *Science*

Barack Obama Middle School Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the middle curriculum. It will nurture a lifelong fascination with the natural world in all our students.

The Science Program is based on the following principles of scientific literacy.

- All children can investigate and learn science concepts and can experience success in science.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.

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- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The California Science Content Standards outline what all students should know and should be able to do in science. For grades kindergarten through five, the Standards are written specifically for each grade. The content within each grade is organized into the following four strands:

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

Barack Obama Middle School Science Program incorporates the California Science Standards, both in spirit and in content, in the following ways:

- Each grade level is organized into Life, Earth, and Physical Science units. Each unit addresses the Standards for those strands.
- The Standards for the Investigation and Experimentation strand are infused within the content in the other three strands.
- Students learn science by direct instruction and by reading the Prentice Hall California Focus on Earth, Life, and Physical Science textbooks and supplemental materials.
- Each lesson involves all students in hands-on investigations.
- Science assessments measure both content and process — what all students should know and should be able to do — and do so in a variety of contexts.

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*Social Studies*

The goals of the California History/Social Science Framework fall into three broad categories:

- (1) Knowledge and Cultural Understanding;
- (2) Democratic Understanding and Civic Values and
- (3) Skills Attainment and Social Participation.

Inherent in Barack Obama Middle School's Baldrige design is a highly collaborative environment for staff, teachers, all students and parents. This design will promote cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals.

The communities in which all our students live and that surround our schools are a rich resource and have vast and colorful histories that all our students will become aware of. All our students will begin to discover the connections to and the relationships between our community and the larger societies. All our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Barack Obama Middle School will acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, all students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, all students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

*Visual and Performing Arts*

Barack Obama Middle School will offer a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that all students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.

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- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

Barack Obama Middle School visual/performing arts program will support and extend the learning experiences for all students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program will engage all students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student produced products. Barack Obama Middle School recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, all students at Barack Obama Middle School will participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project will allow all students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

**BARACK OBAMA MIDDLE SCHOOL TEXT LIST**

The following table indicates the textbooks that Barack Obama Middle School currently intends to use. However, BOMS reserves the right to update these texts with new editions or replace them with other State-aligned textbooks. Pearson publishes the textbooks.

Text Name
<b>Math</b>
Prentice Hall Mathematics
<b>History</b>
Prentice Hall Ancient Civilization/Medieval Times/America: History of our Nation
<b>Science</b>
Prentice Hall California Focus on Earth, Life, and Physical Science
<b>Language Arts</b>
Pearson Literature

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**IMPLEMENTATION PLAN AND TIMELINE FOR INSTRUCTIONAL PROGRAM (2010 – 2013)**

**February 2010 – May 2010:** Creation of schedule, course selection, RSM training for administrators and board members, school visitations of successful Baldrige programs.

**February 2010 – April 2010:** Begin recruitment process and hiring of teachers, parent/community meetings, and student recruitment.

**March, 2010 – May, 2010:** Hire teachers, curriculum development (pacing charts, assessment development, lesson planning), initial faculty RSM training (including delivery of self-study RSM materials to teachers), Classroom Learning System (CLS) refinement, and final selection and ordering of curriculum and other instructional materials.

**May 2010 – June 2010:** Continued work on course development and CLS professional development.

**June 2010 – August 2010:** Review all incoming students' CST data, assess all incoming students for placement and CELDT, student/parent RSM "boot camp," final scheduling, and attendance of teachers at RSM training and classroom preparation. Entry of student data and standards/scoring guidelines/capacity matrixes into e-ducate student information system.

**September 2010 – March 2011:** Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2011-2012 school year. Apply for WASC Affiliation status at beginning of second semester. Student mastery of standards tracked, monitored, and reported from e-ducate SIS.

**March 2011 – June 2011:** Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year end assessments as necessary and continuous review of overall results, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC, selection and ordering of curriculum and other instructional materials for next school year, and lottery and final acceptance letters for all new students.

**June 2011 – August 2011:** Professional development, focus on RSM training for new hires, creation of a buddy support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2011-2012, student/parent bootcamp and testing of students for placement/CELDT. Standards/scoring guides/capacity matrixes in e-ducate SIS revised.

**September 2011 – March 2012:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, initial WASC visit and status notification, WASC approval, recruitment of new students.

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**March 2012 – June 2012:** Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for next school year, lottery and letters of acceptance for all new students.

**June 2012 – August 2012:** Professional development, focus on RSM training for new hires, continuation of the buddy support plan for new teachers, review of end-of year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2012-2013, student/parent boot camp, and testing of students for placement/CELDT.

**September 2012 – March 2013:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on Baldrige/CLS methodologies with support from the Principal, and recruitment of all new students.

**March 2013 – June 2013:** Planning for next school year, selection and ordering of curriculum and other instructional materials for next school year, final letters of acceptance for all new students.

**June 2013 – August 2013:** Professional development, focus on RSM training for new hires, continuation of the buddy support plan for new teachers, review of end of year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2013-2014, student/parent boot camp, testing of students for placement/CELDT, prepare materials for CAPE and Baldrige submission, begin work on WASC self-study for next phase of accreditation. Standards/scoring guides/capacity matrixes in e-ducate SIS revised.

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

Students who have been left behind academically have learned that school ‘hurts,’ causing them to act-out or opt-out. Both are indicators that a student is on the path to drop out. Those who opt-out have essentially built up protective walls around themselves and often take an ‘I don’t care’ attitude. The students in this group are isolated from classmates who are more in the mainstream culture of a traditional school. Further, students living below the poverty line, those of minority sub-groups, and those with learning disabilities encounter more difficulties than their classmates. This is due to the fact that most teachers come from middle-class upbringing and have been successful in traditional school and class settings. They believe their purpose is to teach and if students don’t learn it is the students’ fault. Research shows learning disabilities are frequently a mismatch of teaching and learning styles. Seventy percent of SPED students are labeled learning-disabled.

Variation is expected within Barack Obama Middle School’s student community. Fundamental to Barack Obama Middle School’s approach to academically low achieving students are the RSM systems used in the classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their Data Notebooks. At other RSM-based schools, this process has proven especially effective in Special Education classes and with low achieving students. Individual

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students do not want to be the ones holding back their class' progress and will work hard to catch up.

Understanding that RSM changes the culture of schools and classrooms and greatly enhances learning results among all students, effectively closing the achievement gap among sub-groups, Barack Obama Middle School will ensure the provision of equal access for academically low achieving, English language learners and special education students as follows:

- The focus is on the improvement of instructional, assessment, and communication processes and not on “fixing” students. In an RSM school, administrators and teachers learn that they are getting exactly the results for which they planned. Therefore, the new approach requires alignment and integration of all sub-systems and processes, which requires everyone to analyze data and determine root causes before making decisions about what to change. It is a holistic approach to improvement requiring frequent assessment and analysis of what’s working and what isn’t.
- Teachers view themselves as facilitators of learning, meaning they realize the two principles (I am responsible and I am response-able) apply to them equally as they do to students. It is inherent in an RSM classroom that teachers systematically seek feed-back from students after analyzing results about what worked/what didn’t and how they’d like to learn the material. Students never determine what to learn because that is determined by national and state standards and the curriculum. But they can have input into how they would like to learn. The teacher’s goal is to make certain that the student learn and gain the necessary skills to be successful.
- After enrollment, all students will be assessed. Students academically at risk of retention will be provided with targeted, structured, and systemic intervention to address areas of weaknesses.
- Regular and frequent in-process (formative) assessments are given, which are determined to be the best predictors of future success for any content area and aligned with the class goals. Students record their own results in Data Notebooks, set goals for improvement, and prepare action plans for meeting the goals; classes as a whole track their learning progress on charts posted on the bulletin boards, set class goals, and create class action plans.
- Each capacity matrix has tied to it “resource matrixes” that include various resources available to help students who have fallen behind such as extra study, seeking out peer tutors (our Student Organization includes a structured peer tutoring program), seeking help from parents and other family members, attending the after school program, and requesting extra help from the teacher.
- Teachers and all students regularly use a Plan-Do-Study-Act process and analyze root causes of errors, make mid-course corrections to the instructional process, and study to see if more students can be successful.
- Informal feedback is collected systematically, regularly, and frequently through the use of quality tools such as Learning and Enthusiasm charts and Plus/Deltas that give teachers information about how much has been learned and how enthusiastic



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students are about learning. Students give more feedback to their teacher by identifying what worked and what can be changed so we can all learn more on the Plus/Delta chart. Teachers use this feedback, turn it into information, and share with all students what changes will be made to improve the instructional process. It empowers all students to become co-partners in their educational experience. This process increases all students' interest and enthusiasm for coming to class. It also leads to greater learning results. Everyone's opinion is valued.

- Students often participate in team projects to solve real-world problems and the content standards are embedded inside the projects. Student teams must self-organize, write a project mission statement, and use quality tools to determine how the work will get done, what responsibilities each team member has, and a time frame for completion. Built within the project is a quality control person responsible for reviewing whether content standards (e.g. grammar, calculations, etc.) are being met. Each day the team assesses the team member's ability to follow the mission and learn to give constructive coaching tips to each other.
- When projects are completed, they must meet all the agreed upon Quality Factors. All student teams assess the other teams' work using a rubric with the Quality Factors. The teacher also engages in this process.
- The content standards are assessed in a more formal way using an assessment tool that requires each student to demonstrate the learning.

The result of this type of learning experience empowers all students to work together in a self-managed way and gives them great pride as they improve the community within which they live. Further, learning is anchored into long-term memory using such an approach.

Celebrations are 'built-in' to an RSM-based classroom as all students achieve the interim goals and targets. When the whole class meets a goal, there is great celebration and recognition from every adult in the school. Enthusiasm for learning is maintained by the realization that it takes a lot of energy for this approach to learning, and therefore small celebrations (not external rewards such as food or pencils) are encouraged when all students achieve the target. This brings the two principles (I am responsible and I am response-able) alive and part of the culture of the classroom. Everyone is vested in the success of all.

In addition, Barack Obama Middle School will have Special Education and English Language Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

### ACADEMIC SUPPORT FOR LOW ACHIEVING STUDENTS

All students who do not complete their class work or struggle with it will be required to attend BOMS's CYFC after school program, where peer tutors from the Student Organization and older student tutors (from local high schools and community colleges) will help them complete their work. The after school program will be operated by the Children Youth and Family Collaborative (CYFC), which operates similar programs throughout Compton Unified School District and at Barack Obama Charter School and is funded by the federal 21<sup>st</sup> Century Community Learning Centers program. Students who are highly at risk in Mathe-

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matics and English will be placed in support classes which will focus on skill building and content area understanding in addition to the regular Math and English classes.

In addition, Data Notebooks will be tools for intervention and challenging students. Students will routinely develop action plans to meet their learning goals.

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING**

Proficient and advanced students will identify themselves when they set their learning goals and discover that they have already mastered the standards that the rest of the class still needs to learn. Their teachers will work with them to create more ambitious learning goals matched to their current level of mastery. Students will create action plans for meeting these more aggressive goals and track their learning progress in their Data Notebooks.

Additional enrichment activities and resources will be available to serve these advanced students. The goal is to plan and deliver lessons providing these students with opportunities to learn and practice standards-based skills and knowledge at a higher level.

Steps to be taken by teachers and proficient and advanced students to support the students' action plans will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide proficient and advanced students with opportunities to learn and practice the skills or knowledge identified in their learning goals.
- Examining student work to plan further instruction or individual support, as needed, and using variety of assessments to grade the work.
- Serving as peer tutors in the Student Organization.

In addition, community service opportunities such as tutoring lower grade level students and participation in mental health, drug, and tobacco programs will be made available to proficient and advanced students in conjunction with local community service organizations.

### **PLAN FOR ENGLISH LEARNERS**

#### OVERVIEW

BOMS will meet 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 requirement. BOMS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

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### HOME LANGUAGE SURVEY -

BOMS will administer the home language survey upon a student's initial enrollment into BOMS.

### CELDT TESTING

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

BOMS 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 No Child Left Behind Act for annual English proficiency testing.

### RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all 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 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 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### STRATEGIES FOR ENGLISH LANGUAGE LEARNER INSTRUCTION AND INTERVENTION

Prior to the start of the academic year, students who score at Beginner or Early Intermediate Levels on the CELDT will be given the HighPoint assessment and assigned to the appropriate level class. The classes will be structured immersion. Students who score at the In-

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intermediate level will be placed in regular classes and provided with an English support class. Students who meet the PFEP will be individually assessed based on several factors and either placed in regular classes with or without English support. RFEP and IFEP students will be placed in regular classes. Progress will be checked and monitored to ensure that students continue to progress in core classes including English as they emerge from the ELD program.

Volunteer parents, college students, and aides will lend first language support. English learners more fluent in English will be paired with less fluent students and will assist them.

Teachers will be trained in SDAIE and ELD techniques during professional development. To support student achievement, after school intervention programs and summer school programs will continue to offer English language support classes.

### **SERVING STUDENTS WITH DISABILITIES**

#### OVERVIEW

Barack Obama Middle School recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment as well as 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 BOMS. 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 BOMS. BOMS is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of BOMS.

BOMS 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”).

BOMS intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of a Special Education Local Plan Area (“SELPA”). BOMS shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEAs as a consortium.

BOMS 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. BOMS shall be solely responsible for its compliance with Section 504 and the ADA.

BOMS shall be categorized as a “public school” within SELPA in conformity with Education Code Section 47641(b). BOMS shall comply with a Memorandum of Understanding (“MOU”) between SELPA and BOMS related to the delineation of duties between SELPA and BOMS.

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All students will be given equal access to the school regardless of disabilities and BOMS will not discriminate against any student based on his/her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. BOMS will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710 and in compliance with the California Master Plan for Special Education (Education Code Section 56000 et.seq.). BOMS intends to contract with a Special Education provider and will monitor the compliance with all applicable federal and state laws.

BOMS personnel, school administrators, and other mandated IEP team members will attend staff development and/or training meetings sponsored by SELPA and other trainings as necessary to obtain information to support compliance with IDEA regulations.

Charter schools do not operate 0-5 preschool programs and BOMS understands that additional training may be necessary to understand the Child Find procedures and requirements.

### SERVICES FOR STUDENTS UNDER THE "IDEIA"

BOMS will follow 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 maintaining the confidentiality of pupil records. BOMS will comply with SELPA protocol as to the delineation of duties between SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between BOMS and SELPA to review special education policies, procedures, protocols, and forms of SELPA will ensure that BOMS and SELPA have an ongoing mutual understanding of SELPA protocol and will facilitate ongoing compliance.

We anticipate that a Memorandum of Understanding ("MOU") will be developed between SELPA and BOMS which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to support the students of BOMS.

### ASSESSMENT AND IEP PROCESS

BOMS will comply with all federal, state, and district mandates when designing its Assessment and IEP Process. This includes the following:

- A. -Search and Serve/Child Find.
- B. -Referral for Assessment.
- C. -Assessment.
- D. Development and Implementation of an Individualized Education Program (IEP).

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E. IEP Review.

F. Due Process Procedures.

*Step 1: Search and Serve*

The parents of all new students at BOMS will be informed that special education and related services are available at no cost to them. In addition, students who show signs of need for Special Education will be referred for consideration.

The SST approach is a total school commitment to providing assistance in the general education classroom to students with unique or special needs. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. BOMS will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

*Step 2: Referral for Assessment*

At BOMS the referral process will be a formal ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment.

If it is determined that an assessment is appropriate, the parent will receive an assessment plan (AP). The AP describes the type and purposes of the assessment that may be used to determine eligibility for services.

The parent must consent to the AP by signing the AP before the assessment can take place. BOMS, in consultation with its Special Needs Services Provider, has sixty (60) days, not counting school vacations greater than ten (10) days, from the receipt of the parent's signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting.

If the parent does not consent to the AP, BOMS may take steps to protect the student if it is believed that the student is being denied necessary services. BOMS may request that the parent meet to resolve this difference of opinion or, failing that, initiate a due process hearing to override the parent's refusal to consent.

*Step 3: Assessment*

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that

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the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports, and work samples.

BOMS guidelines for assessment:

- Student will be assessed only after the parent consents to the assessment plan.
- Student will be assessed in all areas related to his or her supposed disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.

If the parent disagrees with the assessment of their child made by BOMS and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent's request, BOMS will provide information about how to obtain this independent assessment by a qualified examiner.

*Step 4: Development and Implementation of an Individualized Education Program (IEP)*

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and an invited SELPA representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

The following people are members of the IEP team:

- The parent or guardian and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, parents will understand all proceedings. The parent may participate using other methods such as conferencing by telephone. If necessary, the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.
- A BOMS administrator or qualified representative who is knowledgeable about the program options appropriate for the student.

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- The student's teacher.
- A representative from SELPA and the district of residence (if applicable).
- A representative from the Special Needs Services Provider if not the district, County, or SELPA.
- Other persons, such as the student, whom the parent or the school wishes to invite.
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. The regular education programs will be the first consideration and the necessary supports and services will be discussed. The IEP will be tied to the standard curriculum and measured by the same means. After the written IEP has been finished, it will be implemented by BOMS through its selected Special Needs Services Provider. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional program(s) where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured.
- Transition goals for work-related skills.
- ESL goals as necessary. -

Times for IEP meetings: -

- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or a teacher requests a meeting to develop, review, or revise an IEP.



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- When a student in an IEP is faced with a suspension for more than ten (10) days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.

*Step 5: IEP Review*

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. The IEP will be revised as needed to meet the needs of the student.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at BOMS. BOMS will have written permission from the parent or guardian before it reassesses the student. BOMS will convene an IEP meeting within 30 days in response to parent's written request.

BOMS will make available to all parents and teachers SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The promotion and retention of special education students will be determined according to their IEP.

*Step 6: Description of Due Process and Procedural Safeguards*

If there is a disagreement with the proposed special education program, a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500) unless a pre-hearing mediation conference is held. BOMS shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

SECTION 504 OF THE REHABILITATION ACT

A 504 designation means that student's disability limits one or more major life activities. These activities include Self-Care, Vision, Breathing, Hearing, Walking, Speaking, Organizational Skills, Manual Dexterity, and/or Learning. If a student's disability relates to one of these activities the student can be given specific accommodation relating to Environmental/Accessibility, Instructional/Classroom, Behavioral/Social, Placement Locations, and Discipline. The referral can come from a parent, teacher, administrator, counselor, or anyone else who works with the student.

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When a referral is made a 504 team will be assembled by the Principal 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 who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 BOMS' 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 the long-term substitute. A

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copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once annually to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **PROFESSIONAL DEVELOPMENT**

Upon completion of employment agreements in spring 2010 teachers will be provided with a packet explaining BOMS' RSM program for their review as well as a Professional Development Notebook. Just as all BOMS students will set learning goals, develop learning action plans, and track their learning progress in Data Notebooks, BOMS teachers will develop their own professional development goals and action plans and track their training progress in their Professional Development Notebook, which will include capacity matrixes and instructions for these processes.

Contracted teachers will be required to observe classes at a Baldrige- or RSM-based school for several days in the spring of 2010. They will be also required to attend a two-day workshop in early July at which study materials will be distributed and Professional Data Notebooks reviewed. At this time, teachers will present their professional development goals and action plans and record them in their Professional Data Notebooks. They will be expected to self-study the Reinventing Schools Model in July.

Barack Obama Middle School will encourage educators to be teacher-researchers utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of all the students we serve.

At Barack Obama Middle School professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A two-week program/staff development session in August will provide staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics will include the Baldrige Award in Education, the Reinventing Schools Model, the Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development will result in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Every Wednesday school will have a shortened schedule; students will leave at lunch, leaving several hours for professional development in the afternoon.

Through the first school year the school will use the services of RISC to help set up the RSM elements of the school's program, make classroom observations, and consult with all teachers. In addition, teachers will spend one hour on data collaboration and another hour on professional development every week.

While Barack Obama Middle School's budget includes a significant line item for RISC (\$20,000 during start-up and the first year), most professional development sessions will be

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led by Barack Obama Middle School and Ingenium Schools staff, which will include seasoned veterans with experience using quality systems in classrooms.

Teachers will post graphs indicating the learning progress of their classes on classroom bulletin boards. They will report on their class progress in monthly data reports to the Principal, who will work with staff on the basis of the data presented. The Principal will review Professional Development Notebooks with teachers.

In addition to the RSM, the professional development program will place special emphasis on providing educational services to the targeted student population – such as SDAIE training. Professional development topics will also include:

- Reinventing Schools Model training.
- Baldrige leadership training.
- Data Notebooks.
- Teacher Data Notebooks and Teacher Success Plans.
- California Content Standards-based effective lesson planning.
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery.
- Classroom management.
- Sensitivity to all students' affective domains.
- Differentiated instruction.
- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.

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**ACADEMIC CALENDAR AND INSTRUCTIONAL TIME**

Barack Obama Middle School will have at least 175 student days and an additional 10 professional development days for its teachers. It will exceed the required number of minutes of instruction as set forth in Education Code §47612.5.

The proposed calendar for 2010-2011 is attached as Appendix B. It is identical to the draft Los Angeles Unified School District single track calendar for the same year. It is expected that BOMS will adopt the Compton Unified School District 2010-2011 calendar when it is published.

**BELL SCHEDULE**

The Barack Obama Middle School day begins at 7:55 AM and ends at 2:35 PM except on Wednesdays, when the school day ends at 1:20 in order to provide two hours for professional development and teacher collaboration.

**BELL SCHEDULE**

<b>Mondays and Thursdays</b>		<b>Tuesdays and Fridays</b>		<b>Wednesdays</b>	
<b>Period 1</b>	<b>8:00 - 10:05</b>	<b>Period 4</b>	<b>8:00 - 10:05</b>	<b>Period 1</b>	<b>8:00 - 8:50</b>
<b>Nutrition</b>	<b>10:05 - 10:20</b>	<b>Nutrition</b>	<b>10:05 - 10:20</b>	<b>Period 2</b>	<b>8:54 - 9:44</b>
<b>Period 2</b>	<b>10:20 - 12:25</b>	<b>Period 5</b>	<b>10:20 - 12:25</b>	<b>Period 3</b>	<b>9:48 - 10:38</b>
<b>Lunch</b>	<b>12:25 - 1:10</b>	<b>Lunch</b>	<b>12:25 - 1:10</b>	<b>Period 4</b>	<b>10:42 - 11:32</b>
<b>Period 3</b>	<b>1:10 - 3:15</b>	<b>Period 6</b>	<b>1:10 - 3:15</b>	<b>Period 5</b>	<b>11:36 - 12:26</b>
				<b>Period 6</b>	<b>12:30 - 1:20</b>
				<b>Lunch</b>	<b>1:20 - 2:00</b>

Instructional time is as follows: -

	<b>Regular Schedule Minutes</b>	<b>Wednesday Minutes</b>
Instructional minutes	340	255
<b>Total Instructional Time</b>	<b>340</b>	<b>255</b>

Barack Obama Middle School’s attendance accounting system will meet the requirements of CUSD and CDE. Barack Obama Middle School will comply with Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy; for example: having a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.

**REFERENCE TO NCLB**

Barack Obama Middle School agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher’s assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding “School Choice” and “Choice Students.”

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**IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS**

Ultimately, all students are responsible for their own progress; their acceptance of responsibility is Barack Obama Middle School's central core value (see Element 1).

In addition, teachers are responsible for student progress and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests.

The Principal is also held accountable for student progress and the Principal's evaluations will include a significant student outcomes component based on assessment results.

The school intends to rely heavily on value-added measurements of teacher and administrator performance. The task of the teachers and administrators is to build on whatever academic background the student enters with. Value-added measurements target the improvement students demonstrate during the period they are in contact with the teacher and school.

Teachers and grade level teams will set goals with action plans and evidence. Discussion and goal setting will occur at the beginning of the year with review at the end of the year. This reflection and monitoring will be a part of staff members' evaluations. This will tie into value-added measures and standardized tests results. While all students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data. The teachers will be familiar with this process and live by it in order to model it for all the students.

**ACCREDITATION**

The second semester of BOMS' first year in operation, BOMS will submit a Request for WASC Affiliation form. WASC will then send BOMS an Initial Visit Application/School Description form that BOMS will complete and return.

Upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the school. In addition to the documentation provided with the application, BOMS will make available other supporting documentation during this initial visit. Following the visit, the visiting committee will submit a report containing recommendations regarding the school's ongoing improvement to the WASC Accrediting Commission for Schools for action.

If the Commission's action is favorable, the school will be granted either interim accreditation or candidacy for a term not to exceed three years. BOMS' goal is to achieve interim accreditation at this stage.

Its third year of operations, BOMS will apply for full accreditation using the WASC Focus on Learning, California Charter Schools, 2004 Edition protocol to prepare its self-study.

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**ELEMENT III: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

**MEASURABLE STUDENT OUTCOMES**

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in language arts, math, social studies, science, the visual and performing arts, and physical education. Exit outcomes address the goals for all students: regular, English Language Learners, special education, and gifted.

The following chart provides the curricular exit outcomes and performance goals and outcomes BOMS shall pursue. Current results of Roosevelt Middle School, the nearest public school, are presented for comparison purposes.

<b>Curricular Focus</b>	<b>Measurable Outcomes</b>	<b>Goals</b>
English Language Arts	<p>Demonstrate literacy in reading, writing, speaking and listening by:</p> <ul style="list-style-type: none"> <li>• constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience;</li> <li>• initiate reading opportunities and read independently for 30 minutes or longer;</li> <li>• write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem;</li> <li>• apply the writing process and conventions of writing;</li> <li>• use speaking skills to present information, narrative, and response to literature;</li> <li>• apply presentation strategies effectively.</li> </ul>	60% of students will achieve at the basic level and above on the CST the first year (Roosevelt Middle 48%) and 75% the third, then continue to increase each year.
English Language Development	<ul style="list-style-type: none"> <li>• Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at Barack Obama Middle School.</li> <li>• Redesignate from ELL status to English proficient status within 3 consecutive years of enrollment at the Barack Obama Middle School.</li> </ul>	Percentage of students redesignated will increase by 5% each year.
Mathematics	Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate	60% of students will achieve at the basic level and above on

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	and apply these skills in various settings.	the CST the first year (Roosevelt 37%) and 75% the third, then continue to increase each year.
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	50% of students will achieve at the basic level and above on the CST the first year (Roosevelt 24%) and 65% the third, then continue to increase each year.
History/ Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
Visual and Performing Arts	Connect the arts with all other content areas. Talk about, evaluate, and describe the arts, using specific criteria. Demonstrate an understanding of how culture and the arts interact. Demonstrate ability to read, write, and perform in each of the arts disciplines. Demonstrate expression through movement and spatial awareness. Demonstrate a sense of self-confidence and knowledge of their place in history and society.	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.
Physical Education	Become physically educated, physically fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90% of students continuously enrolled will participate successfully in the Fitnessgram test.

The school shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

PERFORMANCE GOALS AND OUTCOMES

Barack Obama Middle School will track and analyze the following factors that influence academic achievement and growth.



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Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> <li>• Average daily attendance rate of at least 94%.</li> <li>• Tardiness continually decreases each year by 5%.</li> <li>• Suspensions/expulsions decrease each year by 5%.</li> <li>• Mediation referrals decrease each year by 5%.</li> </ul>
Parental Involvement	<ul style="list-style-type: none"> <li>• 70% of parents attend Student Led Conferences.</li> <li>• Parent attendance at special programs, festivals and forums will increase annually.</li> </ul>
Professional Development	80% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> <li>• Knowledge of curriculum.</li> <li>• Competence in pedagogy.</li> <li>• Professional attitude.</li> <li>• Effective teaching strategies.</li> </ul>
Financial Solvency	No deficit in the operating budget.

**METHODS OF ASSESSMENT**

What all students should be able to do (performance standards) in all learning areas at critical points in their education (see Element II) Steps in this process include: reviewing the school’s mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that all students will demonstrate in each subject area, grade, or skill level.

**Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school’s educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

**Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:** Classroom teachers will measure student progress with bi-weekly assessments designed to measure mastery of the standards taught. Students will track their learning progress as measured by these assessments in their Data Notebooks and will adjust their learning action plans based on the assessment results. Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (CST, etc.) and by other adopted statewide assessments (CELDT, etc.). Progress is discussed on a regular basis with parents and all students no less than twice a year. Additionally, report cards are issued four times a year. Teachers use technology in as-

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assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., e-ducate, e-mail, and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, BOMS' staff will design standardized rubrics.

*The staff will:*

- Set baseline expectations for all incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Barack Obama Middle School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to CUSD and the California Department of Education (CDE).

#### INITIAL ASSESSMENTS

All new students will be given several assessments to determine their proficiency levels in core subjects, depending on their entering grade level. These assessments include:

- Pearson Math Diagnostic.
- CELDT.
- California Diagnostic Screening Assessment (Reading Street).

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured.

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### ONGOING ASSESSMENTS -

Ongoing assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- **State Required Tests.** All state required tests will be administered and closely analyzed (STAR, CST, etc.).
- **Other Standardized Tests** (Pearson benchmark assessments in mathematics and literature, CELDT, writing assessments, etc.) will be administered as required by authorities outside the school and as determined by school policy.
- **Traditional Classroom Assessments:** Tests, Quizzes, essays, projects, and exams on a regular basis. Many of these will be drawn from textbook publishers' formative assessments, such as those in the HighPoint, Prentice Hall Mathematics, and Pearson Literature programs.
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate all students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- **Teacher Evaluation** based upon clearly specified criteria for scoring pupil work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **Oral & Written Presentations:** Speeches, position papers, essays, etc.
- **Longitudinal/survey and Other Data** to track pupil progress.

### ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) will be used to compare the position of Barack Obama Middle School with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

### OTHER ASSESSMENTS

Students will be measured in non-curriculum areas such as class attendance and behavior to ensure that they are performing against their commitments to be positive influences at school. For example, Barack Obama Middle School will actively track each student's attendance as well as behavior (good citizenship, tardiness, detentions, suspensions, etc.). Non-

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curriculum areas are often overlooked at urban schools when it comes to assessment, but Barack Obama Middle School believes that all students develop quicker when they are held accountable for both performance and conduct.

### **USE AND REPORTING OF DATA**

Teachers will closely monitor student progress and all students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires Barack Obama Middle School to conduct state testing pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to pupils in charter schools.

BOMS students will be tested frequently using assessments supplied by the textbook publisher. Frequent testing allows the academic controllers (the teachers, grade level leaders, and Principal) to monitor students' performance and pinpoints gaps that need to be filled to secure a solid foundation on which to build further knowledge. Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure.

The tests will measure student outcomes to monitor progress and highlight student learning deficiencies for teachers.

Assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions (Core Value "Managing for Innovation").

Another Baldrige Core Value is "Management by Fact" (see "Core Values" in Element I: Educational Philosophy and Program above). In support of this core value, teachers and all students will use data intensively to drive and monitor learning in the following ways.

- Teachers and their classrooms will establish agreed-upon academic goals for each class. They will also agree on action plans for meeting these goals. Teachers will post assessment results on classroom bulletin boards and classes will modify their action plans based on the assessment results. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.
- Teachers and all individual students will establish agreed-upon academic goals for each student. Students will record their academic goals in their Data Notebooks. They will complete action plans in their Data Notebooks for reaching their academic goals and will graph their learning progress as measured by various assessments.

Barack Obama Middle School will rely on the measurement and analysis of performance to manage its school-wide operations. These measurements will derive from the school's

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needs and strategy and will provide critical data and information about key processes and results.

Several types of data and information will be used for BOMS' performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision making, and improvement. At Barack Obama Middle School, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis will support a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing Barack Obama Middle School's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in Barack Obama Middle School's performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators Barack Obama Middle School will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements will represent a clear basis for aligning all processes with Barack Obama Middle School's goals. Through the analysis of data from its tracking processes, Barack Obama Middle School's measures and indicators themselves will be evaluated and changed to better support Barack Obama Middle School's goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. The diverse assessments listed above will be used at the various grade levels.

Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Wednesday afternoons in a group setting. Teachers at each grade level will review lesson plans and monitor expected learning outcomes with their colleagues at these meetings.

The BOMS program is data-rich and assessment-driven. Bi-weekly tests will be administered and all students will record the results in their own Data Notebooks. In a typical Data Notebook template for math chapters, the students record their score on their last chapter test, their goal for their score on the current chapter test, and an action plan for achieving

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the goal. They then record their actual chapter test result and begin a new math chapter template page. The Data Notebooks are a central feature of the semi-annual Student Led Conferences.

In addition, classroom results on assessments are posted on the classroom bulletin boards and celebrated.

### **CHARTER SCHOOL PERFORMANCE REPORT**

BOMS will provide an annual performance report to CUSD. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.
- A summary of major decisions and policies set forth by the Ingenium Schools Board of Trustees during the year.
- Data on the parent involvement in BOMS' governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and any major changes to those policies during the year.
- Data showing whether BOMS implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of Compton Unified School District.
- A comprehensive view of BOMS' admissions practices during the year. This will include information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended.
- Analyses of the effectiveness of BOMS' internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of BOMS relative to compliance with the terms of the charter generally.

BOMS and District Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. BOMS will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

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In the spirit of continuous improvement, within the term of this charter, BOMS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses in narrowing the achievement gap. BOMS shall utilize the results of this evaluation to make alterations to its program to pursue the school wide outcomes established above.

The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to CUSD within the timelines agreed upon by CUSD and BOMS and made available to the public.

BOMS and CUSD will jointly develop a visitation process to enable CUSD to gather information needed to validate the school's performance and compliance with the terms of this charter. However, BOMS agrees to and submits to the right of CUSD to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 BOMS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the Compton Unified School District and the State Superintendent of Public Instruction.

**REFERENCE TO NCLB**

Barack Obama Middle School accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually, with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals.

**IDENTIFICATION OF THE GRADING POLICY**

Progress reports based on state standards will be sent to the parents of all students four times a year: at the mid-point and end of each semester.

Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following guidelines:

**Subject Marks**

- 4—Advanced
- 3—Proficient
- 2—Partially Proficient
- 1—Emerging

**Work Habits and Cooperation**

- E—Excellent
- S—Satisfactory
- U—Unsatisfactory

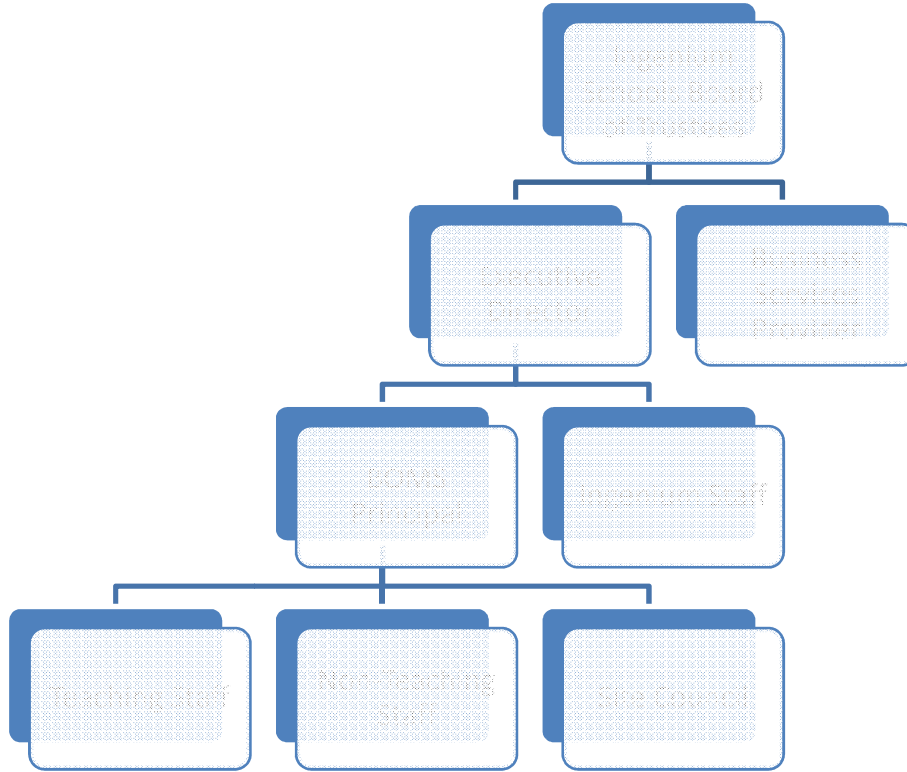
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**ELEMENT IV: GOVERNANCE STRUCTURE**

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ORGANIZATIONAL STRUCTURE



While BOMS intends to collaborate and work cooperatively with CUSD, Barack Obama Middle School will operate as a separate legal entity independent of CUSD. BOMS will be operated by Ingenium Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be maintained to be consistent with the terms of this charter. As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of BOMS. Ultimate responsibility for the governance of BOMS rests with the Ingenium Board of Trustees, which hires the Executive Director to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school’s financial stability. Its responsibilities are detailed in the Governance section below.

Pursuant to Education Code §47604(c), CUSD in performing its oversight of BOMS as required by Education Code §47604.32, shall not be liable for the debts and obligations of BOMS or for claims arising from the performance of acts, errors, or omissions by the charter school. The “Bylaws” and “Articles of Incorporation” for Ingenium Schools are viewable at the BOCS website.



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**NON-PROFIT BOARD OF DIRECTORS**

The Ingenium Schools Board currently has six members. The current board members are:

- **Tom Harkenrider** is Soka University of America's Chief of Operations. He previously served in a consulting capacity as Soka's Campus Design and Operations Advisor for its \$300 million construction project.
- **David Bhattacharyya** is an equity research associate at the Capital Group. He assists two portfolio managers and one Equity Analyst in managing over \$3 billion in investments for institutional clients. He previously worked as a financial analyst for Analysis Group, a litigation consulting firm, on securities litigation cases. David is a participant in the Riordan Leadership Development Program (RVLDP), whose mission is to "to educate and train young professionals for life-long service in the governance of non-profit organizations.
- **Joan Sabree Faqir** has been a fifth grade teacher at Shirley Avenue Elementary School in Los Angeles Unified School District for sixteen years. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructs in the District Intern Program and BTSA. Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning's Executive Director during its inaugural year.
- **Annie Winston** is the author of the acclaimed Admiral Wright's Heroical Storicals series of books: Daniel Boone and The Battle of Boonesborough; Harriet Tubman and The Underground Railroad (publish date, fall 2008); and The TrollMates: An Unforgettable Adventure (publish date, spring 2009). She has directed the sales and marketing of the Heroical Storicals series, selling over 25,000 books (book one) via elementary school author talks, bookstore signings, and special events. She is a featured speaker with the Wonder of Reading program. Ms. Winston was an ESL teacher at Tewinkle Elementary School in the Newport Mesa School District for 14 years.
- **Kyle Kopic** is Senior Analyst, Corporate Strategy and Business Development at the Walt Disney Company. He previously served as an analyst at Lehman Brothers and Asset Chile. He holds an A.B. Cum Laude with High Honors in Economics and a Spanish Language Citation from Harvard University, where his Senior Honors Thesis, "Does Paying Teachers More Increase School Quality? The Effects of Slowing Salary Growth on Student Achievement in Wisconsin," earned a Magna Cum Laude in the field of Economics of Education.
- **Dr. Michael Noble's** experience ranges from taking a startup public to Fortune 500 with various management roles in education, healthcare, real estate development, and environmental health and safety in companies such as Liberty Mutual and McGraw-Hill. He has a proven record of cost containment while increasing customer satisfaction and company profitability. He has implemented process improvement and change management as well as developed policies to promote business development and customer satisfaction. Michael holds an Ed.D in Orga-

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nizational Development from the University of La Verne and an MBA in Health Service Management from Golden Gate University.

All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by the Charter Schools Act, CUSD may appoint a voting designee on the Ingenium Schools Board of Trustees. The selection process for new Board members includes review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

The Board of Trustees will be responsible for the operation and fiscal affairs of the school including, but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and Approval of a Memorandum of Understanding (MOU) or other contracts with CUSD;
- Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board member);
- Approval of all changes to the school charter to be submitted as necessary in accordance with the applicable law;
- Long-term strategic planning for BOMS;
- Participate as necessary in dispute resolution;
- Monitoring overall student performance;
- Filling the Executive Director position;
- Evaluation of the Executive Director (see Appendix L for the RSM's Superintendent evaluation form, which the Board will use as part of its Executive Director evaluation);
- Oversee the academic and social performance and effectiveness of BOMS and take necessary action to ensure that the school remains true to its mission and charter.
- Engage parents and the broader community in support of BOMS.
- Ensure compliance with applicable legal requirements.
- Approve BOMS's mission and objectives.
- Approval of bylaws, resolutions, and establish policies and procedures of school operation consistent with the mission.

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- Monitor the financial well-being of the school, including capital assets, fund-raising, and endowment.
- Participation in BOMS independent fiscal audit.
- Participation in BOMS programmatic audit.
- Maintain full and accurate records of Board meetings, committees, and policies.
- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimizes exposure to legal action.
- Participation as necessary in student expulsion matters.

The responsibilities of the Board officers are as follows:

CHAIR

- Preside at all meetings of Board.
- Sign acts necessary to carry out state requirements and the will of the Board.
- Establish Board committees.
- Call emergency meetings of the Board, as necessary.
- Enforce parliamentary procedures.
- Communicate Board policy to the management organization.

VICE-CHAIR

- Attend all meetings, acting as support for the Chair.
- Serve in the capacity of the Chair in the latter's absence.

SECRETARY

- Ensure Board meeting minutes are recorded and distributed.
- Publicly advertise meetings, in accordance with state regulations.

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- Oversee, announce, and record all motions and voting results.

### TREASURER

- Oversee financial policy issues.
- Consult with management organization on all financial matters.

### FINANCE COMMITTEE

A Finance Committee will be formed to:

- Monitor and report on the business operations of the school including reviewing financial reports and statements, providing primary contact with the auditing firm, reporting on the status of the school's financials to the full Board and the broader school community.
- Ensure compliance with key measures of accountability plan.

BOMS will update CUSD of changes to BOMS Board of Trustees.

BOMS Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

### **BOARD MEETINGS**

The Board of Trustees meet regularly to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

BOMS has adopted a conflicts code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

The Board of Trustees meetings are headed by a Board Chair, who is elected by the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members.

### **BOARD TRAINING**

The Board of Trustees shall participate annually in training regarding board governance, Brown Act, and conflicts of interest rules.

### **BOARD DELEGATION OF DUTIES**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of BOMS or a third party any of those duties except for the adoption of Board policies; expenditures over \$25,000; adoption of the budget; budget revision; adoption of the annual fiscal audit; discipline and dismissal of

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employees; or as otherwise prohibited by law. 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 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 present Board members.

**EXECUTIVE DIRECTOR**

The Board of Trustees has engaged an Executive Director to be responsible for administering the school in all of its aspects of its day to day operations, working with BOMS Board of Trustees, CUSD, students, parents, and community members and the other governing bodies specified by local and state law. The Executive Director's duties include, but are not limited to, the following:

- Lead CMO-level RSM development and the organization's program for winning quality awards.
- Develop school support systems and processes, including Student Information System and assessment systems shared across multiple charter schools.
- Fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the corporation. Support Board of Directors activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Principal, administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Manage the hiring process of the BOMS Principal and subsequent support and supervision of the Principal.
- Liaison with other organizations, such as CUSD and CDE.

The above duties may be delegated or contracted as approved by the Board to another administrator of BOMS or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider as allowed by applicable law.”

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**CHARTER SCHOOL PRINCIPAL**

The Executive Director will engage a Principal to lead BOMS' day to day operations. The Principal is responsible for planning improvements that directly address instruction and customer satisfaction. The Principal's responsibilities are listed below.

The Principal as the RSM program leader will:

- Develop a plan for achieving the school's vision within the context of the RSM.
- Train staff in elements of the RSM.
- Lead the school's application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- Maintain a School Data Notebook that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Lead the school's WASC application process during the first year of operation.
- Continually monitor progress on all measures of school and staff performance.
- Complete and publicly present an annual school progress report to Ingenuity Schools Board of Trustees, the Compton Unified School District, and the school community.

The Principal as academic leader will:

- Administer the academic policies determined by the BOMS Board of Trustees and Executive Director and the applicable local, state, and federal regulations.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans.
- Set standards for student achievement.
- Ensure the implementation of the high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using Data Notebooks.

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- Provide instructional leadership in advancing proven teaching and learning practices.
- Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement, in accordance with the standards and processes.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Observe, and ensure that teachers observe, instruction regularly.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Deal with discipline issues, including entering discipline information into e-ducate.

The principal as the site-based manager will:

- Develop (with the Executive Director) and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.
- Maintain complete and accurate records of the entire school program.
- Manage the student recruitment and enrollment process.

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- Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.
- Issue reports to the Board of Trustees and to any affiliated private entity on the progress of all students in the school and on matters of school operations as requested.
- Administer the school policies determined by Ingenium Schools Board of Trustees and Executive Director as well as the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Compton Unified School District, along with the Executive Director.

The principal as the builder of the school culture will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's goals and articulate and model the school's values.
- Engage the active support of parents and community members in support of the education of all the students in the school.
- Provide leadership to the school leadership team.
- Seek feedback on the progress of the school.
- Serve as a spokesperson for the school in the community and elsewhere.
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and program-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.



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- Ensure a safe and orderly environment.
- Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.

### **PARENT INVOLVEMENT**

In BOMS' Baldrige implementation, students are "workers" and parents are their "business partners." Parents will be encouraged (but not technically required) to complete contracts with their child and BOMS pledging to support their child by:

- Knowing their child's goals and following his or her progress.
- Making sure that their child can study and learn at home.
- Being in touch with their child's teacher to know how and what their child is learning and doing.
- Helping their child set short and long term goals and developing and monitoring action plans for activities, projects, chores, or career interests.

Parents will be encouraged to contribute a minimum of 10 hours per family per academic year to the charter school. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, District Board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities upon approval by the Principal.

Parents will be included in BOMS' "Share the Vision" process. This process is one of the four fundamental elements of the Reinventing Schools Model. This process involves asking all stakeholders, including parents, the following questions:

- How are our students doing?
- What happens to our students once they leave our school?
- What will students need to know in the 21<sup>st</sup> century?
- If needed, how do we change our current system to meet the needs of all students?

Replies to these questions lead to the 1<sup>st</sup> step in creating a shared vision; it becomes evident what the fundamental goals of the school should be. Gathering input from all stakeholders sets the foundation of the shared vision. The 2<sup>nd</sup> step focuses on continuous improvement, the 3<sup>rd</sup> step organizes input into a plan, the 4<sup>th</sup> step refines and evaluates the vision using a process (Baldrige), and the 5<sup>th</sup> step deals with sustaining the shared vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail.

Parent surveys will be randomly sent for completion to a statistically significant number of parents each month to track parent satisfaction with BOMS and record suggestions for im-

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provement. Results of the survey will be tracked and action plans developed to continually improve the level of parent satisfaction.

BOMS will create a parent organization whose activities may include (but are not limited to):

- Meeting regularly and serving as a liaison to other school stakeholder groups such as the Ingenium Schools Board and BOMS teachers
- Coordinating, with BOMS' administration, Back-to-School nights and Student-Led Conferences.
- Creating and distributing a Parent Organization Newsletter.
- Creating and maintaining (with BOMS administration's support) a Parent Organization Website.
- Preparing and publishing a student directory.
- Sponsoring or supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities).
- Supporting classrooms directly (parent volunteers coordination, teacher wish lists, chaperoning).
- Coordinating school-wide fundraising (book fairs, eScrip, other fundraising partnerships with local businesses).

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**ELEMENT V: HUMAN RESOURCES**

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**QUALIFICATIONS OF SCHOOL EMPLOYEES**

Barack Obama Middle School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the Mission and Vision statement. All personnel will have objectives, knowledge, skills, and motivation and share a common belief system that supports the mission and goals of the school.

**BELIEFS AND ATTITUDES (ALL PERSONNEL)**

- Commitment to use RSM systems and tools and to the Baldrige program of the school.
- Create and maintain Professional Data Notebooks in order to continually improve their performance and well as to model use of the RSM to students.
- Unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Persistence and resourcefulness in overcoming obstacles to solve problems.
- Acceptance of personal responsibility for the educational results of the school.
- Flexibility and willingness to embrace change.
- High personal ethical standards.
- Comfort with smart, highly skilled, assertive staff members.
- Sense of humor, can make work playful.
- Lifetime interest in how people learn and on one's own personal development.

**EXECUTIVE DIRECTOR**

*Position Summary*

The Executive Director reports to the Board of Trustees. The Executive Director is responsible for the development and implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the school. His or her duties in-

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clude: (1) RSM systems and tools development; (2) managing the Principal hiring process; (3) Principal support and supervision; (4) fundraising; (5) facilities development; (6) back office operations; (7) budget development; and (8) Board development and support. The Executive Director position is part-time.

Reports to: Board of Directors.

Qualifications:

- Demonstrated success in previous school administrative positions.
- Knowledge of charter laws, finance, and politics.
- California credentialed teacher.
- Possess a M.Ed. in Education degree and/or an MBA.

Objectives: Win progressively higher quality awards each year. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka Award for Performance Excellence™. Win the Malcolm Baldrige National Quality Award the sixth year of operations.

See “Charter School Executive Director” in Element VI: Governance above for a listing of Executive Director responsibilities.

### PRINCIPAL

#### Position Summary

The Principal reports to the Executive Director. The Principal is responsible for the school environment and student performance. The Principal is responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of BOMS’ students. He or she organizes, administers, supervises, and evaluates all aspects of BOMS. The Principal is also the Baldrige program leader and will be held accountable for the continuous improvement of the school and its staff.

Qualifications:

Special Skills/Experience Required:

- A Master’s degree in education, state certification, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.

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- Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships which foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment

Objectives

- Achieve the measurable student outcomes listed in Element III: Measurable Student Outcomes and Other Uses of Data.
- Successfully implement the educational program.

The Principal's responsibilities are listed above in Element VI: Governance under "Charter School Principal."

TEACHER

Reports to: Principal

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 hold. NCLB highly qualified for the position held.

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Should a qualified candidate not hold a California teaching credential, that employee must have, at a minimum, 18 semester units or 27 quarter units in a subject they wish to teach and have an intern credential.

Objective: Significant student progress towards meeting the school's academic standards.

### Responsibilities

- Design, implement, and monitor the learning experiences of each student and class.
- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Maintain class Data Notebooks in each class to set class learning goals and action plans and track class learning progress.
- Review class performance with all students and modify class learning plans based on class performance and student input.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

### Knowledge and Skills

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes all students to achieve at high levels.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.

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- Skill in oral and written communications.
- Capacity to work as an effective team member.

OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree (B. A.) from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties.

- Prepares and communicates reports.
- Tracks the NCLB qualifications of teachers using an NCLB qualification form and maintains personnel records.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens manager's telephone calls, and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.

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- Orders and maintains supplies, and arranges for equipment maintenance.

### Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Calculate figures and amounts such as discounts, interest, and percentages.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

### **OTHER NON-CERTIFICATED EMPLOYEES**

BOMS non-certificated personnel shall be willing to work in a unique educational environment with a diverse group of teachers, parents and students.

As applicable, BOMS will comply with the highly qualified requirements under the No Child Left Behind Act for paraprofessionals.

Employee expectations are further delineated in Appendix E, Personnel Handbook, and Appendix M, Employment Agreement.

### **HIRING PROCESS**

The Board will select the Executive Director who will select the Principal, who in turn will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. All hiring and termination decisions must be ratified by the Board. In accordance with Education Code 47605(d)1, Barack Obama Middle School shall be nonsectarian in its employment practices and all other operations. Barack Obama Middle School shall not discriminate against any individual (employee or pupil) on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.



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**REVIEW OF CREDENTIALS**

For any job requiring a credential or other license or other documentation, Barack Obama Middle School's Office Manager will examine the credentials of applying candidates to determine whether the credentials are appropriate for the position being applied for. The Office Manager will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

**IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS**

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix O, Personnel Handbook, and Appendix M, Employment Agreement.

**EVALUATION OF EMPLOYEES**

The Board of Trustees evaluates the Executive Director, who in turn evaluates the Principal.

The Principal is evaluated by the Executive Director. The Principal will develop and maintain a School Assessment Binder that will form the basis for Principal evaluations.

All School staff other than the Principal report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

**CRITERIA AND PROCEDURES USED IN EVALUATIONS**

*Teachers*

All teachers will prepare Classroom Data Notebooks and Classroom Success Plans for each class as well as Professional Data Notebooks. The Principal will review Classroom and Professional Data Notebooks at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

**Making Subject Matter Comprehensible to Students**

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

**Assessing Student Learning**

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

**Engagement and Supporting Students in Learning**

TPE 4 – Making Content Accessible

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TPE 5 – Student Engagement -

TPE 6 – Developmentally-appropriate Teaching Practices -

TPE 7 – Teaching English Learners -

**Planning Instruction and Designing Learning Experiences for Students**

TPE 8 – Learning About Students -

TPE 9 – Instructional Planning -

**Creating and Maintaining Effective Environments for Student Learning**

TPE 10 – Instructional Time -

TPE 11 – Social Environment -

**Developing as a Professional Educator**

TPE 12 – Professional, Legal and Ethical Obligations -

TPE 13 – Professional Growth -

*Other Staff*

The Executive Director is evaluated by the Board of Trustees.

**MEASURES OF PERFORMANCE**

Ingenium Schools Board of Trustees will annually set performance goals with the Executive Director and review the performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.

The measures of the Principal will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Student turnover.
- Parent satisfaction.
- Student performance.

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- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

### **TEACHER RECRUITMENT**

BOMS will begin its faculty recruitment effort in February 2010. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. It will also advertise on EdJoin and CCSA's placement service.

The hiring process will include interviewing and collecting the following documents from applicants: résumés; CBEST results; certified and sealed college transcripts; references; records of experiences; credentials, licenses, etc.; and verification of previous employment.

In order to ensure that candidates are NCLB-qualified, BOMS' teacher application package includes an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Office Manager will complete an "NCLB Teacher Requirements Form" and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SADIE training and CLAD (or state recognized equivalency) credentials in order to deal with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with BOMS' target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to BOMS' mission and RSM program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the BOMS faculty at the end of the process and, if they accept the invitations, will be sent employment agreements to complete.

### **COMPENSATION AND BENEFITS**

Barack Obama Middle School administrative staff will recommend the policies for salaries, benefits and annual work calendars for all employees to the Ingenium Schools Board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

Barack Obama Middle School's compensation and benefits package has been designed with the goal of attracting high-quality staff while not endangering BOMS' financial strength. Salaries are generally at the "market" rate: teacher salaries, for example, are comparable to teacher salaries in neighboring school districts.

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The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which Barack Obama Middle School will contribute \$450/employee/month.

<b>Position</b>	<b>Salary</b>
Executive Director -	\$54,000
Principal -	\$96,000
Counselor -	\$55,000
Resource Teacher -	\$50,000
Classroom Teachers -	\$45,000 (average)
Office Manager -	\$35,000

### **RETIREMENT BENEFITS**

Barack Obama Middle School teachers and certificated administrators shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. LACOE is the only agency who could report the contributions to both STRS and PERS. Barack Obama Middle School will either use LACOE's reporting system or a system compatible with LACOE.

### **EMPLOYEE REPRESENTATION**

BOMS shall be deemed the exclusive public school employer of the employees of BOMS for the purposes of the Educational Employment Relations Act. BOMS' status under the EERA is that it is a public school employer subject to the EERA; the EERA was made applicable to charter schools by AB 631 (Stats. 1999, Chap. 828).

In the event BOMS' employees are represented under the EERA, it will follow EERA guidelines. In general, the EERA allows the exclusive representative to represent union members concerning:

- Wages.
- Hours of employment.
- Health and welfare benefits.
- Leave.
- Transfer and reassignment policies.
- Safety conditions of employment.
- Class size.
- Employee evaluation procedures.

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- Organizational security.
- Grievance procedures.
- Layoffs of probationary certificated school district employees.
- Alternative compensation or benefits for employees adversely affected by pension limitations.

The union's right to represent:

- Obligates BOMS to negotiate with the exclusive representative.
- Requires the employer to fulfill certain "impasse" procedures before unilaterally implementing a new term and condition of employment.
- Allows the employer to implement a change in a term or condition of employment to which the union concurs.
- Incorporates the employer obligation to deduct union dues from employee wages.
- Includes the right to file unfair labor practice charges with the PERB.
- Includes the right to represent employees in the presentation of their grievances. However, once an exclusive representative is selected or certified by the PERB, only the exclusive representative has the right to represent members in the grievance process and file unfair labor practice charges alleging a violation of the duty to negotiate.

### **RIGHTS OF SCHOOL DISTRICT EMPLOYEES**

Employees of CUSD who choose to leave the employment of CUSD to work in BOMS shall have no automatic rights of return to CUSD after employment at BOMS unless specifically granted by CUSD through a leave of absence or other agreement of CUSD as aligned with the collective bargaining agreements of CUSD.

### **ENSURING HEALTH AND SAFETY PROCEDURES**

In order to provide safety for all students and staff, BOMS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A final draft will be provided to CUSD for review at least 30 days prior to operation. A preliminary draft of these procedures is attached as Appendix F.

The following is a summary of the health and safety policies of BOMS:

#### **PROCEDURE OF BACKGROUND CHECKS**

Barack Obama Middle School shall comply with the provisions and procedures of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of BOMS. No employee shall be permitted

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to commence work at Barack Obama Middle School until clearance has been obtained from the Department of Justice.

The Executive Director will monitor compliance with this policy and report to Ingenium Schools Board of Trustees on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.

### ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by CUSD.

### TB TESTING

BOMS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### IMMUNIZATIONS

BOMS will adhere to all law related to legally required immunizations for all entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### MEDICATION IN SCHOOL

BOMS will adhere to Education Code Section 49423 regarding administration of medication in school.

### VISION/HEARING/SCOLIOSIS

BOMS shall adhere to Education Code §49450 et. seq. as applicable to the grade levels served by BOMS.

### EMERGENCY PREPAREDNESS

BOMS shall adhere to the Safety Plan drafted specifically to the needs of the school site. This Plan shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review at least 30 days prior to BOMS' opening. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The draft Plan is contained in Appendix F: Safety Plan.

### BLOODBORNE PATHOGENS

BOMS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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Whenever exposed to blood or other body fluids through injury or accident, all students and staff should follow the latest medical protocol for disinfecting procedures.

In addition, all faculty members will be required to attend an annual blood borne pathogen presentation.

### DRUG FREE/SMOKE FREE ENVIRONMENT

BOMS shall maintain a drug and alcohol and smoke free environment.

### PROCEDURES

BOMS shall adopt procedures to implement the policy statements listed above prior to operation.

Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code §17608, which details pest management requirements for schools.

### HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The preferred site for the school is 736 East Compton Boulevard in Compton.

Barack Obama Middle School will obtain property insurance coverage for the site. The site will comply with State Building Codes, federal American with Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Barack Obama Middle School will provide CUSD with Certificates of Occupancy issued by the City of Compton Department of Building and Safety no later than 20 days prior to the opening of the school. An appropriate safety plan has already been developed (see Appendix F). Barack Obama Middle School will have an active safety plan on file. The safety plan will be kept on file for review and the school staff will be trained annually on the safety procedures outlined in the plan.

Barack Obama Middle School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

### HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)

Barack Obama Middle School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and has prepared a safety plan (see Appendix F: Safety Plan). The school will also request periodic safety inspections from its insurer. The school will comply with AHERA regulations.

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**DISPUTE RESOLUTION**

DISPUTES BETWEEN BARACK OBAMA MIDDLE SCHOOL AND CUSD

The staff and governing board members of Barack Obama Middle School 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 dispute until the matter has progressed through the dispute resolution process.

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below:

- (1) Any controversy, or claim arising out of or relating to the charter agreement 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 (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., 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. Written Notifications shall be addressed as follows:

To Charter School:

Barack Obama Middle School -  
c/o School Director -  
1502 Webster Avenue -  
Claremont, CA 91711 -

To Compton Unified School District:

Superintendent -  
Compton Unified School District -  
501 S. Santa Fe -  
Compton, CA 90221

- (2) A 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 and resolve the claim or controversy within fifteen (15) business days from the date the written response is received by the other party to resolve the controversy or claim at issue (“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 5:00 p.m., or otherwise on the business day fol-



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- lowing 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.
- (3) 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 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 Association.
  - (4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
  - (5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Barack Obama Middle School recognizes that the Compton Unified School District may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in this charter, provided that it first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the Compton Unified School District's discretion in accordance with that provision of law and any regulations pertaining thereto.

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**ELEMENT VI: STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION**

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**STUDENT ADMISSION POLICIES AND PROCEDURES**

Barack Obama Middle School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. BOMS shall not charge tuition.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, sexual orientation, or disability.

Students and their parent(s)/guardian(s) must complete an application available from BOMS' school office and submit it directly to Barack Obama Middle School. The application contains the Home Language Survey and asks for the required proof of immunizations and proof of minimum age requirements. Parents and all students are required to sign an agreement that they will abide by School policies on academics, attendance, and conduct.

Applications will be accepted during a publicly advertised open application period each spring for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend BOMS exceeds capacity, attendance, except for existing pupils shall be determined by a random public drawing. Preference, in the case of public random drawing shall be given in the following order:

1. Existing pupils of BOMS.
2. Siblings of existing pupils of BOMS.
3. Relatives of QUED employees.

The school will designate and publicize an application deadline (for first year, tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing for first year enrollment will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will BOMS' Web site.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission, he or she will automatically be considered an "existing pupil" and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

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School staff will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The school will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

BOMS will open an office in the school building from 2:00 to 7:00 every week day during the application period for collecting registration forms and personally answering questions about the school.

Before school begins each year, all students must have an emergency medical information form on file.

**NON-DISCRIMINATION**

**Compton Unified School District Ethnicities for the year 2008-09**

<b>African American not Hispanic</b>	<b>Hispanic or Latino</b>	<b>Pacific Islander</b>	<b>White not Hispanic</b>
6,268 (22.9%)	20,616 (75.3%)	203 (0.7%)	68 (0.2%)

It is the policy of Barack Obama Middle School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation, religion, race or disability.

BOMS will comply with all laws related to non-discrimination, tuition, and admissions criteria.

Below is BOMS' written plan to achieve and maintain the Compton Unified School District ethnic balance goal.

- Fliers (in English and Spanish) will be distributed in Compton Senior High School's attendance area indicating the enrollment opportunity at BOMS beginning in February. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows.
  - Local senior high and middle schools. BOMS will seek permission from the schools to distribute its flyers on the campuses as well as to mail the flyers to the families of eligible students.
  - Local elementary schools. BOMS will seek permission from the schools to distribute its flyers on the campuses as well as to mail the flyers to the families of eligible students
  - Local markets.
- BOMS' Principal will ask to give presentations to and leave fliers at local churches.

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- BOMS will seek articles in the following local newspapers: Los Angeles Sentinel; Daily Breeze; Compton Bulletin; Herald Dispatch; and La Opinion.
- At least three informational meetings will be held during the winter and spring of 2008 where we will share information about Barack Obama Middle School and our alternative setting for families and their children.
- BOMS staff and volunteer recruiters will attempt to canvass homes within a two mile radius of the school.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a draft of which can be found in Appendix G.

BOMS shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in BOMS along with documentation of the efforts BOMS has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation

### **MCKINNEY-VENTO ACT**

Barack Obama Middle School will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

### **PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

No student may be required to attend Barack Obama Middle School. Students who reside within CUSD who choose not to attend Barack Obama Middle School may attend school within CUSD according to District policy or at another school district or school within the District through the District's intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school 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.

### **SUSPENSION/EXPULSION PROCEDURES**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Barack Obama Middle School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Barack Obama Middle 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.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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

Barack Obama Middle School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director/Principal's office.

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

A student identified as an individual with disabilities or for whom Barack Obama Middle School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures. Barack Obama Middle School will follow Section 504, the IDEIA, and 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 Barack Obama Middle 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. Barack Obama Middle School shall notify CUSD of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant CUSD approval rights prior to the expulsion of any such student as well.

**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 Barack Obama Middle School or at any other school or a School sponsored event at anytime 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 Barack Obama Middle School campus; d) during, going to, or coming from a school sponsored activity.

**B. ENUMERATED OFFENSES**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. - Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

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2. - Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. - 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.
4. - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. - Committed or attempted to commit robbery or extortion.
6. - Caused or attempted to cause damage to school property or private property.
7. - Stole or attempted to steal school property or private property.
8. - Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
  1. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
10. - 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.
11. - Knowingly received stolen school property or private property.
12. - 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.
13. - Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. - 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.
15. - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. - Engaged in or attempted to engage in hazing of another.

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17. - Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. - Made terrorist threats against school officials and/or school property.
19. - Committed sexual harassment.
20. - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
21. - 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

**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/Principal or the Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director/Principal. The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to

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the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. - Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following determinations: 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 Board following a hearing before it or by the 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 Barack Obama Middle 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/Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the 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 Barack Obama Middle 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 Barack Obama Middle 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;



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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**

Barack Obama Middle School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by Barack Obama Middle 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. - Barack Obama Middle 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. - The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. - The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. - 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. - If one or both of the support persons is also a witness, Barack Obama Middle School must present evidence that the witness' presence is both desired by the witness and will be helpful to Barack Obama Middle School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is

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a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. - The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. - Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. - Evidence of specific instances of a complaining witness' 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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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 expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. WRITTEN NOTICE TO EXPEL**

The Director/Principal 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:

1. - Notice of the specific offense committed by the student
2. - 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 Barack Obama Middle School.

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the district of the pupil's residence and CUSD.

This notice shall include the following:

- a) - The student's name
- b) - The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Barack Obama Middle School shall notify the superintendent of Barack Obama Middle 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.

**J. DISCIPLINARY RECORDS**

Barack Obama Middle School shall maintain records of all student suspensions and expulsions at Barack Obama Middle School. Such records shall be made available to CUSD upon request.

**K. NO RIGHT TO APPEAL**

The pupil shall have no right of appeal from expulsion from Barack Obama Middle School as Barack Obama Middle 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.

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**M. REHABILITATION PLANS**

Students who are expelled from Barack Obama Middle 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 Barack Obama Middle 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/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to Barack Obama Middle School environment. The Director/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Barack Obama Middle School's capacity at the time the student seeks readmission.

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**ELEMENT VII: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

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**BUDGETS AND CASH FLOW**

Attached as Appendix H, please find the following documents:

- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation.
- Budget assumptions.

**BUDGET DEVELOPMENT**

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

The key factors that will enable Barack Obama Middle School to be self-sustaining on public funds (and occasional private donations) are:

- High student attendance rates.
- Relatively large class sizes, especially for charter schools.
- Comparatively low number of classified employees.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Access to a Line of Credit.

Barack Obama Middle School will continue to follow the same financial model in order to ensure that Barack Obama Middle School is financially sound and can provide a great education to the students it serves.

**CASH AND REVENUE FLOW**

Barack Obama Middle School will be a directly funded charter school. Funds still flowing through CUSD will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Barack Obama Middle School.

**FINANCIAL REPORTING**

Barack Obama Middle School will provide any financial information requested by CUSD and make its books available to CUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to CUSD, in the format required by CUSD, within time lines specified and clearly communicated by CUSD

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each year. The legally required financial statements include, but are not limited to, the following:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of BOMS' annual, independent financial audit report for the preceding fiscal year shall be delivered to CUSD, the State Controller, and the State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to CUSD shall include an annual statement of all BOMS' receipts and expenditures for the preceding fiscal year."
- Other reports requested by CUSD.

Barack Obama Middle School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from CUSD and shall consult with CUSD regarding any inquiries.

### **FISCAL MANAGEMENT**

The Ingenium Schools Board has adopted comprehensive board-level fiscal policies, engaged a professional business services firm, and implemented a comprehensive internal control program.

The Ingenium Schools Board has adopted the following fiscal policies from model policies and forms available from CCSA and business services providers: budget development; staff roles related to fiscal issues; conflict of interest; check-signing; petty cash management; attendance recording; payroll processing; control; risk management; accounts payable; expense reports; banking procedures; and other financial management procedures.

### **INSURANCE**

No coverage shall be provided to BOMS by CUSD under any of CUSD's self-insured programs or commercial insurance policies. BOMS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to CUSD [A.M. Best A-, VII or better] to protect BOMS from claims which may arise from its operations. The following insurance policies are required:

1. - Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect BOMS 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.

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2. - Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Compton Unified School District and the Board of Education of the Compton Unified School District as named additional insured and shall provide specifically that any insurance carried by CUSD which may be applicable to any claims or loss shall be deemed excess and BOMS' insurance primary despite any conflicting provisions in BOMS' policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of the CUSD.
3. - Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless BOMS operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required.
4. - Fidelity Bond coverage shall be maintained by BOMS 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.
5. - 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.
6. - Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

EVIDENCE OF INSURANCE

BOMS shall furnish to CUSD's Office of Risk Management and Insurance Services within 30 days all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to CUSD."*

Should BOMS 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 CUSD and its purchase shall be the responsibility of BOMS.

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HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, BOMS does hereby agree, at its own expense, to indemnify, defend and hold harmless CUSD 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. BOMS further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless CUSD 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 attorney's 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 BOMS and their officers, directors, employees or volunteers.

**ADMINISTRATIVE SERVICES**

Barack Obama Middle School has engaged the services of CSMC, a third party contractor, to provide the administrative services the school will require. These services include:

- Accounting. The accounting system will meet the requirements of CUSD and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
- Compliance.
- Attendance and Student Information Systems.
- Board meeting support.

**DESCRIPTION OF TYPE/SCOPE OF LEGAL SERVICES TO BE USED**

Barack Obama Middle School does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with CUSD and a review of the Personnel Handbook. Otherwise, a legal services firm will be engaged on an as-needed basis.



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**FACILITIES**

Barack Obama Middle School will lease facilities at 736 East Compton Boulevard in Compton, California.

The school's facilities may be inspected by CUSD for compliance with State Building Codes, Federal Americans With Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Certificate of Occupancy and all other records will be kept on file by BOMS.

BOMS' safety plan appears Appendix F and is in continued development. Barack Obama Middle School will maintain active safety plans on file. Barack Obama Middle School will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

BOMS will use the "Facility Review Checklist for Use of Religious Facilities" in Appendix J to ensure that any church facilities it uses comply with separation of church and state restrictions.

**AUDIT**

The Ingenium Schools Board Finance Committee will oversee selection of an independent auditor. The auditor will have experience in education finance and will be selected from the Certified Public Accountants Directory published by the State Controller's Office. Ingenium Schools will work with an experienced business services provider to set up financial controls, systems, and processes to ensure compliance and the maintenance of proper documentation in preparation for the audit. The audit will verify the accuracy of the school's financial statements, attendance, enrollment, and accounting practices and review the school's internal controls. The audit shall be conducted in accordance with Education Code Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Ingenium Schools Finance Committee. The Finance Committee will review any audit recommendations or deficiencies and report to the corporation's governing board and CUSD their plan for resolving deficiencies. The board will report to CUSD regarding how the exceptions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of CUSD. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this petition, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process (Education Code Section 41344).

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Barack Obama Middle School will submit its annual audit to the State Controller, Los Angeles County Office of Education, the California Department of Education's (CDE) Charter Schools Division and CDE's Audit Resolution Office by December 15<sup>th</sup> of each year.

In addition, Barack Obama Middle School will compile and provide to CUSD an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element II using the assessment instruments and techniques listed in Element III.
- A summary of major decisions and policies established by the organization's governing board during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

Barack Obama Middle School shall promptly respond to all reasonable inquiries and requests for documents from CUSD and shall consult with CUSD regarding any inquiries. Furthermore, Barack Obama Middle School will provide any financial information requested by CUSD and make its books available to CUSD during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to CUSD in the format required by CUSD within timeframes specified by the law or CUSD each year.

### **CLOSURE PROTOCOL**

The following procedures shall apply in the event BOMS closes. The following procedures apply regardless of the reason for closure.

The decision to close the school shall be documented by an official action of the Ingenuity Schools Board, which is the governing board of Barack Obama Middle School. This action will identify the reason for the school's closure.

The Board will promptly notify CUSD of the closure and of the effective date of the closure.

Parents and students of the school will be notified in writing as soon as possible of the closure. Notification will include information on assistance in transferring the students to another appropriate school and a process for the transfer of student records.

As applicable, BOMS will provide parents, students and CUSD 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. BOMS will ask CUSD to store original records of Charter School students. All records of BOMS shall be transferred to CUSD upon Charter School closure.

As soon as reasonably practical, BOMS will prepare final financial records. BOMS will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. BOMS will pay for the final audit. The au-

BARACK OBAMA MIDDdle SCHOOL PETITION -

dit will be prepared by a qualified Certified Public Accountant selected by BOMS and will be provided to CUSD promptly upon its completion.

On closure of BOMS, all assets of BOMS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending BOMS, remain the sole property of Ingenium Schools and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, Ingenium Schools shall remain solely responsible for all liabilities arising from the operation of BOMS.

As BOMS is operated by Ingenium Schools, a nonprofit public benefit corporation, the Ingenium Schools Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

BARACK OBAMA MIDDLE SCHOOL PETITION -

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**ELEMENT VIII: IMPACT ON THE CHARTER AUTHORIZER**

---

Barack Obama Middle School shall be operated by 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 23701d.

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 BOMS if the authority has complied with all oversight responsibilities required by law. Barack Obama Middle School shall work diligently to assist CUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure CUSD shall not be liable for the operation of BOMS.

Further, Barack Obama Middle School and CUSD shall enter into a memorandum of understanding wherein BOMS shall indemnify CUSD for the actions of BOMS under this charter.

The corporate bylaws of Ingenium Schools shall provide for indemnification of Ingenium Schools' Board, officers, agents, and employees, and Ingenium Schools will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

See the Insurance section in Element VII above for the insurance amounts and types to be secured by Barack Obama Middle School, evidence of insurance, and hold harmless/indemnification provisions. See Appendix N, Liability Protection for Charter School Authorizers, for an opinion letter from the law offices of Spector, Middleton, Young & Minney, LLP concerning the protection of a charter authorizer from the debts and obligations of one of its charter schools.

BOMS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

BARACK OBAMA MIDDdle SCHOOL PETITION -

**CONCLUSION**

By approving this charter, the Compton Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with CUSD to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with CUSD to answer any concerns over this document and to present CUSD with the strongest possible proposal requesting a five year term to begin operation in September 2010.

BARACK OBAMA MIDDDDLE SCHOOL PETITION -

---

**APPENDIX A:  
TEACHER SIGNATURES**

---

dads petition.pdf

[Download \(5525K\)](#) [Print \(1 page\)](#) [Plain HTML](#)

**Petition Expressing Meaningful Interest in Teaching at Barack Obama Middle School**

We certify by our signatures below that we are meaningfully interested in teaching at Barack Obama Middle School as described in the attached charter.

Print Name

Signature

Marilyn Broady

Marilyn Broady

Autumn Browne

Autumn Browne

Lynn Pollard

Lynn Pollard

Diana Pham

DMai

Pete Nichols

PP Nichols

Rachel Garfield

Rachel Garfield





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### Details of Selected Credential

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**Name:** ALLER, RICHARD VICTOR

[Start the IHE Login Page](#)

**Document Title** Life Standard Secondary Teaching Credential

[Start the Student Applicant Login](#)

**Document Number** 060090380

[Frequently Asked Questions](#)

**Authorization Code(s)** 103

This credential authorizes the holder to teach the subject or subjects listed as majors and minors in departmentalized classes, and to teach introductory courses within the general area of any subject or subjects listed as majors, in grades seven through twelve.

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**Grades** 7-- 12

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**Issuance Date** 09/12/1968

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**Authorized Subject(s)** History

**Supplementary Authorized Subject(s)** Physical Education

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### Details of Selected Credential

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**Name:** BROADY, MARILYN RUTH

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**Document Title** Clear Single Subject Teaching Credential

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**Document Number** 080059857

[Frequently Asked Questions](#)

**Authorization Code(s)** R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

[Glossary of Credential Terms](#)

**Renewal Code(s)** R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

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**Issuance Date** 07/01/2008

**Expiration Date** 07/01/2013

**Authorized Subject(s)** Life Science

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**Name:** BROWNE, AUTUMN LEE

**Document Title** Clear Single Subject Teaching Credential

**Document Number** 060175391

**Authorization Code(s)** R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

**Renewal Code(s)** R21

For each five-year renewal of this credential, the holder must complete a minimum of 150 clock hours of planned and approved professional growth activities and one-half of one year of experience as specified in The California Professional Growth Manual.

**Issuance Date** 04/01/2006

**Expiration Date** 04/01/2011

**Authorized Subject(s)** English (Examination)

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### Details of Selected Credential

**Name:** CONN, GIRARD PATRICK

**Document Title** Clear Multiple Subject Teaching Credential

**Document Number** 070271274

**Authorization Code(s)** R2M

This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.

R2B

This credential authorizes the holder to teach single-subject-matter (departmentalized) courses within the field of the supplementary authorization listed in grades nine and below.

R2CL

This credential authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in multiple-subject-matter (self-contained) classes, or single-subject-matter (departmentalized) courses as authorized by any supplementary authorization listed. This crosscultural, language and academic development authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

**Renewal Code(s)** R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

**Issuance Date** 08/01/2007

**Expiration Date** 08/01/2012

**Authorized Subject(s)** General Subjects (Examination)

Crosscultural, Language & Academic Development Emphasis

**Supplementary Authorized Subject(s)**

Art

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### Details of Selected Credential

**Name:** GARFIELD, RACHEL ELAINE

[Track Payment \(Recommendation Only\)](#)

**Document Title** Preliminary Single Subject Teaching Credential

[Start the IHE Login Page](#)

**Document Number** 090135619

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**Authorization Code(s)** R142

[Frequently Asked Questions](#)

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

[Glossary of Credential Terms](#)

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R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

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**Renewal Code(s)** R14I

This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

**Issuance Date** 06/12/2009

**Expiration Date** 07/01/2014

Social Science (Examination)

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### Details of Selected Credential

**Name:** NICHOLS, PETER ROBERT

**Document Title** Life Standard Secondary Teaching Credential

**Document Number** 34972SCL

**Authorization Code(s)** 103

This credential authorizes the holder to teach the subject or subjects listed as majors and minors in departmentalized classes, and to teach introductory courses within the general area of any subject or subjects listed as majors, in grades seven through twelve.

**Issuance Date** 08/04/1969

Physical Education

**Supplementary Authorized Subject(s)** Social Science: History

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### Selected Credential Held

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### Details of Selected Credential

**Name:** PHAM, DIANA PHUONG

**Document Title** Clear Single Subject Teaching Credential

**Document Number** 080157196

**Authorization Code(s)** R1B

This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.

R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

**Renewal Code(s)** R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

**Issuance Date** 09/01/2008

**Expiration Date** 09/01/2013

**Authorized Subject(s)** Science: Biological Sciences

**Supplementary Authorized Subject(s)** Introductory Mathematics

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### Selected Credential Held

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### Details of Selected Credential

**Name:** POLLARD, LYNN PATRICIA

**Document Title** Clear Single Subject Teaching Credential

**Document Number** 090219738

**Authorization Code(s)** R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

R1B

This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.

R1A

This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.

**Renewal Code(s)** R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

**Issuance Date** 07/01/2010

**Expiration Date** 07/01/2015

**Authorized Subject(s)** Health Science

**Supplementary Authorized Subject(s)** Introductory Life Science

English as a Second Language

Biology

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**APPENDIX B:  
SCHOOL CALENDAR**

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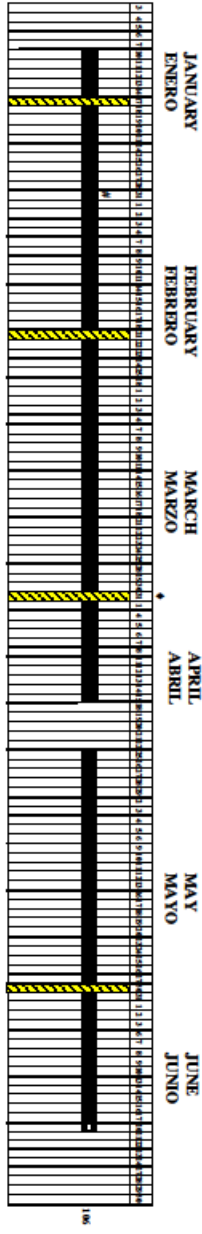
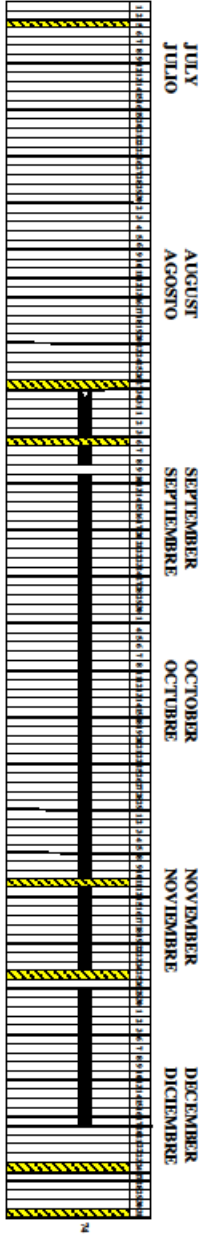


LOS ANGELES UNIFIED SCHOOL DISTRICT  
 DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

**DRAFT**  
 Revised  
 9-24-2009

■ Pupil Free Days  
 Monday, August 30, 2010  
 Monday, Aug 29, 2011  
 \* If a school were to Monday,  
 January 31, 2011 as a Pupil  
 Free Day, then Monday,  
 June 20, 2011 becomes an  
 Instructional Day

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011  
 CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCION



IMPORTANT DATES:			
08-27-2010	Admission Day	11-25 & 11-26-2010	Thanksgiving Holiday
08-30-2010	Pupil Free Day	12-20-2010 thru 01-07-2011	Winter Recess
08-31-2010	First Day of Instruction	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed
09-06-2010	Labor Day	# 01-31-2011	Second Semester Begins
09-09-2010	Unassigned Day	02-21-2011	President's Day
11-11-2010	Veterans Day		
		03-31-2011	Cesar Chavez Holiday
		04-18 thru 04-22-2011	Spring Recess
		05-30-2011	Memorial Day Observed
		06-17-2011	Last Day of Instruction
		06-20-2011	Pupil Free Day

◆ Pending District Negotiations

School Management Services

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**APPENDIX C:  
SAMPLE SCORING GUIDES AND CAPCITY MATRIXES**

---

BARACK OBAMA MIDDLE SCHOOL PETITION

**Strand : Geometry**  
**Topic : Perimeter, Area, Volume**  
**MA.07.08.08.01**

**Score 4.0**

**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as...**

- Given the volume of a three dimensional figure determine the possible dimensions

Score 3.5 In addition to Score 3.0 performance, in-depth inferences and applications with partial success. **Score 3.0**

**While engaged in tasks regarding perimeter, area, and/or volume, the learner...**

- Solves problems involving the volume of three dimensional figures including right prisms and cylinders

**The student exhibits no major errors or omissions.** Score 2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes. **Score 2.0**

**While engaged in tasks regarding perimeter, area, and/or volume, the learner...**

- Solves problems involving the volume of three dimensional figures including right prisms and cylinders with formulas
- Relates specific terminology to...
  - right prism
  - cylinder
  - three-dimensional figure (shape)
  - volume

Score 1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. **Score 1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** Score 0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes. **Score 0.0 Even with help, no understanding or skill demonstrated.**

BARACK OBAMA MIDDLE SCHOOL PETITION -

<b>Name:</b>	<b>Date Started:</b>	<b>Date Completed:</b>
<b>Class/Course: MATH</b>	<b>Level: 7</b>	<b>Teacher:</b>

Learning Target: <b>MA.07.08.08.01</b> Solves problems involving the volume of three dimensional figures including right prisms and cylinders <i>(Colorado Math Standard 8.4.5a)</i>	1	2	3	4	<b><u>What is my evidence?</u></b>	Teacher Sign off/Date
	<b>Emerg ing</b>	<b>Partially Profi- cient</b>	<b>Profi- cient</b>	<b>Advanced</b>		
	I can show what I learned with help	I learned the simple parts	I learned the simple and complex parts and can demonstrate them	I can use what I learned in a new way. (e.g. Explain or go beyond)		
I can solve problems involving the volume of three dimensional figures including right prisms and cylinders with formulas						
I can find the volume of a triangular prism given the dimensions in a problem solving situation						
I can find the volume of a rectangular pyramid given the dimensions in a problem solving situation						
I can find the volume of a cone given the dimensions in a problem solving situation						
I can find the volume of a cylinder given the dimensions in a problem solving situation						
I can find a missing dimension of a triangular prism given the volume in problem solving situation						
I can find a missing dimension of a rectangular pyramid given the volume in problem solving situation						
I can find a missing dimension of a cone given the volume in problem solving situation						
I can find a missing dimension of a cylinder given the volume in problem solving situation						

BARACK OBAMA MIDDdle SCHOOL PETITION -

Score 4 -		<b>Scoring Guide:</b> <i>Determining the possible dimensions given the volume of a three dimensional figure</i>	
-----------	--	---	--

BARACK OBAMA MIDDLE SCHOOL PETITION

**Strand: Writing**  
**Measurement Topic: Organization & Structure (.06)**  
**LI.07.06.01.01**

**Score 4.0**

**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as...**

- 

Score 3.5 In addition to Score 3.0 performance, in-depth inferences and applications with partial success. **Score 3.0**

**While engaged in narrative reading tasks, the learner...**

- Writing a thesis to explain a specific process

**The learner exhibits no major errors or omissions.** Score 2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes. **Score 2.0**

**There are no major errors or omissions regarding the simpler details and processes while the learner is...**

- recognizing or recalling specific terminology such as...
  - thesis
  - thesis statement
  - occasion/position statement
- recognizing or recalling isolated details and performing basic processes such as...
  - although, before, as, even though, in order, when, while, unless, since, after, even, as if etc.

**However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.** Score 1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. **Score 1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** Score 0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes. **Score 0.0 Even with help, no understanding or skill demonstrated.**

BARACK OBAMA MIDDLE SCHOOL PETITION -

Name: _____		Date Started: _____				
Class/Course: _____		Teacher: _____				
Learning Target:	1	2	3	4	<b><u>What is my evidence?</u></b>	Teacher Sign off/Date
	<b>Emerging</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b>		
<a href="#">LL.07.06.01.01</a> Writing a thesis to explain a specific process	I can show what I learned with help	I learned the simple parts	I learned the simple and complex parts and can demonstrate them	I can use what I learned in a new way. (e.g. Explain or go beyond)		
I can define thesis						
I can identify the thesis statement in a piece of writing						
I can create a thesis statement to explain a process						
I can revise my thesis to make it appropriate to different audiences						
Score 4 -						



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**Strand: Life Science**  
**Measurement Topic: Structure and Function of Cells and Organisms (.05)**  
**SC.07.04.01.01**

**Score 4.0**

**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as...**

- Investigating how the principles of heredity are utilized in genetic counseling

Score 3.5 In addition to Score 3.0 performance, in-depth inferences and applications with partial success. **Score 3.0**

**While engaged in tasks that address the structure and function of cells and organisms, the learner...**

- Infers the traits of the offspring based on the genes of the parents using Mendel's laws

**The learner exhibits no major errors or omissions.** Score 2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes. **Score 2.0**

**While engaged in tasks that address the structure and function of cells and organisms, the learner...**

- Recognizes that the probable outcomes of a genetic cross can be predicted using basic principles of genetics
- Relates specific terminology...
  - dominant trait
  - recessive trait
  - Punnett square
  - homozygous
  - heterozygous
  - alleles
  - genotype
  - phenotype

Score 1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. **Score 1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** Score 0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes. **Score 0.0 Even with help, no understanding or skill demonstrated.**

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Name: _____ Date Started: _____						
Class/Course: _____ Teacher: _____						
Learning Target:	1	2	3	4		Teacher Sign off/Date
SC.07.04.01.01	Emerging	Partially Proficient	Proficient	Advanced		
Infer the traits of the offspring based on the genes of the parents using Mendel's laws.	I can show what I learned with help	I learned the simple parts	I learned the simple and complex parts and can demonstrate them	I can use what I learned in a new way. (e.g. Explain or go beyond)	<b><u>What is my evidence?</u></b>	
Recognize that traits can be recessive or dominant.						
Identify the genotype of an offspring.						
Identify the phenotype of an offspring.						
Recognize that genotype and phenotype can be either heterozygous or homozygous.						
Recognize that the probable outcomes of a genetic cross can be predicted using a Punnett Square.						
Infers the traits of the offspring based on the genes of the parents using Mendel's laws.						

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Score 4 -						
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**Strand: Government**  
**Measurement Topic: Rights and Responsibilities in the Political Process (.01)**  
**SS.07.01.13.01**

**Score 4.0**

**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as...**

- Comparing pre-civil war governments of the U.S. to the other pre-civil war governments around the world

Score 3.5 In addition to Score 3.0 performance, in-depth inferences and applications with partial success. **Score 3.0**

**While engaged in tasks regarding the political changes in America in the 1800's, the student...**

- Explains the similarities and differences of the Antebellum or pre-civil war era governments of the north and south.

**The student exhibits no major errors or omissions.** Score 2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes. **Score 2.0**

**While engaged in tasks regarding the political changes in America in the 1800's, the student...**

- Recognizes or recalls specific terminology such as:
  - Antebellum
  - 3/5th compromise
  - End of Slave trade
  - Compromise of 1820
  - Sectionalism
  - Nationalism
  - Compromise of 1850
  - Kansas/Nebraska Act
  - Abolition
- Performs basic processes such as:
  - Listing the similarities between northern and southern governments
  - Listing the differences between territorial and state governments

Score 1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. **Score 1.0 With help, a partial understanding of some of the simpler details and processes and some of the**

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**more complex ideas and processes.** Score 0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.  
**Score 0.0 Even with help, no understanding or skill demonstrated.**

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Name: _____ Date Started: _____						
Class/Course: _____ Teacher: _____						
Learning Target:	1	2	3	4	<b><u>What is my evidence?</u></b>	Teacher Sign off/Date
	<b>Emerging</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b>		
SS 07.01.13.01  Explain the similarities and differences of the Antebellum or pre-civil war era governments of the north and south	I can show what I learned with help	I learned the simple parts	I learned the simple and complex parts and can demonstrate them	I can use what I learned in a new way. (e.g. Explain or go beyond)		
Recognize or recall the term "Antebellum"						
Recognize or recall the term "3/5 <sup>th</sup> compromise"						
Recognize or recall the term "End of Slave trade"						
Recognize or recall the term "Compromise of 1820"						
Recognize or recall the term "Sectionalism"						
Recognize or recall the term "Nationalism"						
Recognize or recall the term "Compromise of 1850"						
Recognize or recall the term "Kansas/Nebraska Act"						
Recognize or recall the term "Abolition"						
List the similarities between northern and southern governments						

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List the differences between territorial and state governments						
Explain the similarities and differences of the Antebellum or pre-civil war era governments of the north and south						
Score 4 -						

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**APPENDIX D:  
SAMPLE LESSON PLANS**

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BARACK OBAMA MIDDLE SCHOOL PETITION -



**FOLK FESTIVAL THEMATIC UNIT**  
**Unit Overview**  
**Communication Literacy ½**

**Essential Questions:** What does a folktale say about a culture? What are the common elements found in a well written folk tale? What can we say about the effect that storytelling has had on the globe? What reading strategies can I use to help me work through a text?

**Standards:**

**Communication Literacy, all levels:**

-six traits in each writing level will be assessed

**Additional Communication Literacy Standards, Level ONE:**

CL.CT.01.01.01	Uses the writing process (prewriting, fast write, revisions, edit, and final draft).
CL.CT.01.02.01	Writes a minimum of five proficient writing samples in variety of formats to explore narrative, creative, descriptive, and expository genres.
CL.CT.01.05.01	Writes using words that are detailed, appropriate, and clear in meaning.
CL.CT.01.06.01	Demonstrates ability to access reference materials to improve writing (articles, dictionary, and thesaurus).
CL.CT.01.07.01	Employs active listening strategies (eye contact, body language, posture).

**Level TWO:**

CL.CT.02.01.01	Uses the entire writing process consistently (prewriting, organizing, drafting, revising, and editing).
CL.CT.02.02.01	Writes a minimum of five proficient writing samples in a variety of formats (both fiction and non-fiction) such as narrative, creative, expository, essay, autobiographical, etc.
CL.CT.02.03.01	Uses a variety of prewriting strategies including generating ideas (brainstorming, note taking, discussion, and interviews) and organizing information.
CL.CT.02.04.01	Writes to a variety of audiences (e.g., friend, business, adult).
CL.CT.02.07.01	Uses active listening strategies to communicate effectively in a variety of social settings.
CL.OC.02.02.01	Pays attention to and responds to oral communication.

**Social Environments, Level 1:**

SE.GO.01.07.01	Describes the cultural values shared within a cross section of world folklores and mythologies.
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**Reading, Level ONE:**

RL.CM.01.03.01	During a retelling, includes properties of narrative text (characters, setting, and problem/plot/conflict) in simple stories.
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RL.CM.01.04.01	Identifies main idea.
RL.CM.01.07.01	Makes explicit mental pictures through retelling or drawing.
RL.CM.01.08.01	Reads independently for a sustained period of time (20 to 30 minutes).
RL.CM.01.10.01	Understands themes in a selection.
RL.FL.01.01.01	Understands and demonstrates what fluency is and why it is important for comprehension.

**Reading, Level TWO:**

RL.CM.02.03.01	Can sequence events in chronological order in a given passage.
RL.CM.02.07.01	Demonstrates expanding skill of visualization through story boarding or graphs.
RL.CM.02.08.01	Reads independently for a sustained period of time.
RL.CM.02.10.01	Can analyze and evaluate themes across a variety of selections (e.g., one theme throughout Young Adult literature).
RL.FL.02.01.01	Demonstrates fluency skills (pausing, phrasing, appropriate emphasis and intonation, and expression).

**Technology, Level ONE:**

TL.CA.01.01.01	Uses word processing tools (dictionary, thesaurus, grammar check, word count, etc.) to perform simple editing tasks (e.g.— checking for spelling, punctuation, capitalization).
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**PSS, Level ONE:**

SL.PR.01.01.01	Defines and demonstrates respect for self, others, and property.
SL.PR.01.02.01	Defines and demonstrates honesty and responsibility (prepared for class, call if you will be late, clean up work area, stay on task, complete tasks on time, appropriate humor, etc.).
SL.PR.01.04.01	Demonstrates the importance of setting and meeting goals.

**Unit Summary:**

Folk Festival leads you into an individual and group project whereby you investigate several cultures' storytelling traditions and themes through folktales. As an individual, you begin to investigate various folk tales and develop knowledge about the themes and elements of folk tales. You discuss these in your group and your group presents these to the class so that everyone learns about the common themes and story elements seen across the globe essentially answering the question what makes up a good folktale? Using peer evaluations, the class listens to each group as they reveal what they found out about their cultures. The class will then create a rubric with all of the major elements discovered through the symposiums to focus on what they've learned about the genre. The rubric will specifically address what makes a good folktale.

Now that you have the tools, the next part of the unit is where you then create your own personal folktale that you will share at the Folk Festival storytelling environment. You will write and design your own folktale book. During the celebrations, each student will perform their folktale for the visiting audiences. You will then have the opportunity to take their folktales out into the real world for a contextual assessment by reading your tale to local elementary schools.

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**Assessment:**

Reading: Folktale elements log will be assessed using a rubric that we create. When you read to an audience, there will also be a rubric.

PSS: Classroom observations by teacher, on task time, following schedule and goals formed

Writing: Six traits rubric, folktale rubric, and active listening check sheet

**FOLK FESTIVAL THEMATIC UNIT**  
**Performance Task ONE: Visualizing a Text**  
**Communication Literacy ½**

**Essential Questions:** What does a folk tale say about a culture? What are the common elements found in a well written folk tale? What reading strategies can I use to help me work through a text?

**Standards:**

RL.CM.01.07.01	Makes explicit mental pictures through retelling or drawing.
RL.CM.02.07.01	Demonstrates expanding skill of visualization through story boarding or graphs.

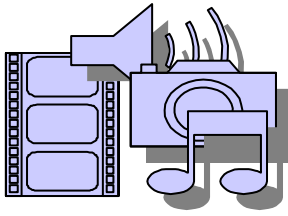
**What is a folk tale?** A folk tale is a story or legend handed down from *generation to generation* usually by retelling the story orally. Folk tales often explain something that happens in nature or give a certain truth about life.

**Performance Task:** Listening to the story “It Could Always be Worse,” storyboard what you hear. We will practice this together on the attached graphic. Afterwards, you will storyboard an Aesop Fable individually.

**Assessment:**

	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>
<b>Reading-1.07/2.07</b>  Visualizing	-Storyboard is very neat and creative  -Student comprehends story on a deeper level by adding more details to storyboard	-Storyboard follows major ideas of text  -Storyboard has a beginning, middle, and end that is clear	-Storyboard follow some of the major ideas of the text  -Storyboard has a beginning and middle, but may be missing the end	-Student did not comprehend story enough to complete the task

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**Integration-Radio Days Thematic  
Overview  
Communication 2/3/4**

**Essential Questions: What was the purpose of radio shows during the 1930s-1940s, the Golden Age of radio, and how have they changed over time? What does a dramatic radio show sound like?**

**Standard Areas:**

Technology  
Communication Literacy  
PSS  
Reading

**Technology Level 1:**

TL.CA.01.06.01	Designs, develops, publishes, and presents products using technology resources that demonstrate and communicate curriculum concepts to audiences inside or outside the classroom.
TL.CA.01.07.01	Applies productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

**Technology Level 2:**

TL.CA.02.02.01	Creates simple multimedia projects and/or presentations.
TL.CA.02.03.01	Accesses educational resources on the Internet.
TL.CA.02.04.01	Manages simple operations (e.g., installs software, creates folders, selects printer, sets date/time, etc.).

**Technology Level 3:**

TL.CA.03.03.01	Creates multimedia projects using a minimum of two forms of media (pictures, sound, video, text, etc.).
TL.IN.03.01.01	Navigates through the internet, locates valid resources, and looks up email addresses.
TL.CA.03.04.01	Uses appropriate software independently to support learning

**PSS Level 1:**

SL.PR.01.01.01	Defines and demonstrates respect for self, others, and property.
SL.PR.01.04.01	Demonstrates the importance of setting and meeting goals.
SL.SC.01.01.01	Contributes to group work success in a project by completing tasks.
SL.SC.01.02.01	Demonstrates effective interpersonal skills.
SL.PE.01.01.01	Participates in a form of personal expression (for instance: dance, music, theater, visual arts).
SL.PE.01.03.01	Acknowledges and respects personal artistic expression.

**PSS Level 2:**

SL.PR.02.01.01	Demonstrates good study skills (organization, consistency, time management, responsibility, note taking, assignment completion, etc.).
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SL.PR.02.04.01	Practices a goal-setting process to establish short-term and long-term goals.
SL.SC.02.01.01	Employs effective group interaction skills (taking turns, coming to consensus, sharing, accepting ideas, communicates positively and constructively, etc.).
SL.PE.02.01.01	Participates in a form of personal expression (for instance: dance, music, theater, visual arts).
SL.PE.02.03.01	Has the ability to express themselves in an artistic format.

**PSS Level 3:**

SL.PR.03.01.01	Exhibits pride in work, self-discipline, and concern for others.
SL.PR.03.04.01	Models a goal-setting process to establish short-term and long-term goals.
SL.SC.03.01.01	Employs skills to be a team player (cooperation, acceptance of roles, sportsmanship, etc.).
SL.PE.03.01.01	Participates in a form of personal expression (for instance: dance, music, theater, visual arts).

**Communication Literacy Level 1:**

CL.WA.01.01.01	Writes compositions that include personal examples and adequate details which provide a clear picture for the reader.
CL.WA.01.03.01	Writes compositions with a definite sense of purpose and audience and with a consistent tone and personality.
CL.WA.01.06.01	Writes correctly using more complex grammar principles (sentence structure, irregular plurals, homonyms), punctuation (quotations, apostrophes), and accurate spelling.
CL.CT.01.06.01	Demonstrates ability to access reference materials to improve writing (articles, dictionary, and thesaurus).
CL.CT.01.07.01	Employs active listening strategies (eye contact, body language, posture).
CL.OC.01.01.01	Practices giving organized speeches to an audience.

**Communication Literacy Level 2:**

CL.WA.02.01.01	Writes compositions that include personal examples and details which provide a clear picture for the reader.
CL.WA.02.03.01	Writes compositions that show personality and a sense of the audience.
CL.WA.02.06.01	Writes correctly using more complex grammar principles (clauses, parts of speech), punctuation (colons, semicolons, commas in all situations), and accurate spelling after self-editing with the use of a dictionary.
CL.CT.02.04.01	Writes to a variety of audiences (e.g., friend, business, adult).
CL.CT.02.07.01	Uses active listening strategies to communicate effectively in a variety of social settings.
CL.OC.02.01.01	Uses appropriate vocabulary and speaking style to communicate ideas and information orally in an organized, concise manner.
CL.OC.02.02.01	Pays attention to and responds to oral communication.

**Communication Literacy Level 3:**

CL.WA.03.01.01	Determines appropriateness of information and ideas for a particular writing situation. Writes about more complex themes.
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CL.WA.03.03.01	Displays ability to write with a consistent tone that is appropriate for specialized prompts (reports, persuasive essays, scientific reports).
CL.WA.03.06.01	Writes correctly using increasingly more complex grammar principles, punctuation (parentheses, dashes), and accurate spelling after self-editing with the use of a dictionary.
CL.CT.03.04.01	Uses writing to enhance learning in all content areas.
CL.OC.03.01.01	Uses completed writings to give at least one presentation to an appropriate audience.
CL.OC.03.02.01	Adapts content and formality of language to audience, occasion, and purpose.
CL.OC.03.03.01	Prepares for oral presentation by practicing dramatic techniques (pantomime, charades, memorization, voice projection, eye contact).

**Reading Level 2:**

RL.FL.02.01.01	Demonstrates fluency skills (pausing, phrasing, appropriate emphasis and intonation, and expression).
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**Reading Level 3:**

RL.FL.03.01.01	Reads and performs poetry, or plays.
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**Reading Level 4:**

RL.FL.04.01.01	Reads and performs poetry, plays and short stories orally with appropriate expression.
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**Unit Summary:**

Using the webquest, your group will make a timeline of the history of radio shows, choose roles in your radio group, write an original radio show using what you've learned at the web quest, develop sound effects for your show, and practice your show. Your group will then perform your radio show live in front of an audience. As a class, we will decide which radio shows will perform for the entire student body.

**Culminating Event: Contextual Performance of Radio Show**

**Assessment:**

1. - Rubric for your radio show (we will design this) covering your Tech, PSS, Reading, and writing standards.
2. - Goal Setting Checklist for your group work and some of your PSS standards
3. - Reflection Journal for PSS
4. - Timeline rubric for first performance task

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# *The Outsiders*

**THEMATIC UNIT OVERVIEW**  
**Communication Literacy, Lvl 1/2**

**Essential Questions:** What do we look for when we identify with a group? How can we hold onto our individuality and still belong to a group? What makes a friend a true friend? What reading strategies can I use to work through a text successfully?

**Standards:**

**Reading, Level 1:**

RL.CM.01.01.01	Applies pre-reading strategies to the text (set a purpose, focus attention, predict using title, etc.).
RL.CM.01.02.01	Makes connections from prior knowledge to the text.
RL.CM.01.03.01	During a retelling, includes properties of narrative text (characters, setting, and problem/plot/conflict) in simple stories.
RL.CM.01.04.01	Identifies main idea.
RL.CM.01.05.01	Makes simple predictions based on the text in written or oral form
RL.CM.01.08.01	Reads independently for a sustained period of time (20 to 30 minutes).
RL.CM.01.09.01	Recognizes the importance of vocabulary.

**Reading, Level 2:**

RL.AC.02.04.01	Recognizes rhythm, rhyme, alliteration, and onomatopoeia.
RL.CM.02.02.01	Draws conclusions by making inferences (e.g., predicting).
RL.CM.02.04.01	States an author's purpose and audience.
RL.CM.02.05.01	Demonstrates the ability to respond to a story, article, etc. (i.e., gives an opinion about or asks questions about a text).
RL.CM.02.08.01	Reads independently for a sustained period of time.
RL.CM.02.09.01	Recognizes the importance of vocabulary when building comprehension.

**Reading, Level 3:**

RL.AC.03.04.01	Understands literary tools simile/metaphor, idioms, and personification.
RL.CM.03.02.01	Demonstrates ability to draw conclusions using inference, predictions and cause and effect.
RL.CM.03.03.01	Identifies author's story components (e.g., theme/moral, rising action, climax, and resolution) within any given story.
RL.CM.03.05.01	Responds to literature through discussions, writing, story telling and/or performance.
RL.CM.03.08.01	Reads independently for a variety of purposes exploring new genres (biographies, folktales, mythology, etc.).
RL.CM.03.09.01	Recognizes the importance of vocabulary when building comprehension.

**Writing, Level 1:**

**- at least 4 of the six traits will be assessed**

CL.WA.01.08.01	Identifies basic parts of speech such as nouns and verbs.
CL.CT.01.01.01	Uses the writing process (prewriting, fast write, revisions, edit, and final draft).
CL.CT.01.06.01	Demonstrates ability to access reference materials to improve writing (articles, dictionary, and thesaurus).
CL.CT.01.07.01	Employs active listening strategies (eye contact, body language, posture).

**Writing, Level 2:**

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**-at least 4 of the six traits will be assessed**

CL.WA.02.08.01	Continues to develop simple parts of speech in text such as nouns, verbs, adjectives, and adverbs.
CL.CT.02.01.01	Uses the entire writing process consistently (prewriting, organizing, drafting, revising, and editing).
CL.CT.02.07.01	Uses active listening strategies to communicate effectively in a variety of social settings.

**Technology:**

**-all standards from your technology level that have to do with word processing will be fulfilled**

**PSS, Level 1:**

SL.PR.01.02.01	Defines and demonstrates honesty and responsibility (prepared for class, call if you will be late, clean up work area, stay on task, complete tasks on time, appropriate humor, etc.).
SL.PR.01.04.01	Demonstrates the importance of setting and meeting goals.

**PSS, Level 2:**

SL.PR.02.01.01	Demonstrates good study skills (organization, consistency, time management, responsibility, note taking, assignment completion, etc.).
SL.PR.02.04.01	Practices a goal-setting process to establish short-term and long-term goals.

**PSS, Level 3:**

SL.PR.03.01.01	Exhibits pride in work, self-discipline, and concern for others.
SL.PR.03.04.01	Models a goal-setting process to establish short-term and long-term goals.

**Unit Summary:** We will explore the themes found in The Outsiders by S.E. Hinton who was only 15 when she wrote this novel. Although the book was based on the American culture of the sixties, many of the ideas she explores in this book directly relate to the lives of teenagers across the globe today. We will use our modern day to connect to her ideas, reading strategies to explore the power of reading, and writing to express our thoughts on this book; however, applying your opinion and your analysis of the characters is KEY to showing your skills as a reader. The culminating project will involve descriptive writing with a twist and we will need to be experts on understanding the lessons of the book in order to write successfully. And of course, what kind of novel study isn't complete without watching the movie version? You WILL receive time to compare the book to the movie using your talents as a critic. Ask yourself this: HOW FAR WOULD YOU GO TO REMAIN TRUE TO YOURSELF?

**Assessment:**

1. - All reading strategies will be assessed using a variety of rubrics and skills based assessments. Each time I plan on assessing a standard, we will review the type of assessment ahead of time.
2. - Writing-Six Traits writing rubric will be used along with a writing process checklist to ensure that you have used all of the steps in the process.
3. - Active Listening Scoring Guide will be used during Author's Tea



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**APPENDIX E:  
PERSONNEL HANDBOOK**

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**APPENDIX F:  
SAFETY PLAN**

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# **Barack Obama Middle School SAFETY PLAN**

## BARACK OBAMA MIDDLE SCHOOL PETITION -

### STATEMENT OF PURPOSE

Barack Obama Middle School is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- Staffing
- General Policies and Procedures for Handling Safety and Specific Emergency Situations
- Drugs, Alcohol and Tobacco
- Child Abuse Reporting
- Campus "Coming and Going"
- Harassment Policy

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

### STAFFING

#### A. EMPLOYEE PREPAREDNESS

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;

## BARACK OBAMA MIDDLE SCHOOL PETITION -

- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

### B. EMPLOYEE RESPONSIBILITIES

At the beginning of each school year, all instructional and non-instructional staff will be asked by Barack Obama Middle School ("School") Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

The Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

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C. EMPLOYEE/STUDENT SPECIAL NEEDS -

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. EMERGENCY ON-SITE PERSONNEL

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. NOTIFICATION LIST

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

**Personnel Emergency Telephone Number List**

	Ext. #	Home #	Mobile #
Principal -			
Office Manager -			
Emergency or Safety Designee -			
Teachers with CPR or First Aid (list by name): -			

**Outside Emergency Telephone Number List**

	Ext. #	Telephone #
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	
Hazardous Materials	911	
Others:		

**GENERAL POLICIES AND PROCEDURES FOR HANDLING SAFETY AND SPECIFIC EMERGENCY SITUATIONS**

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school's facilities and property;

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- Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
- Provide for interface and coordination between the school and local authorities and resources.

### A. EMERGENCIES

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Principal, or his/her designee.

#### *Fire*

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

#### *Medical Emergency*

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

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Medical emergencies involving any student or employee must be reported to the Principal, or his/her designee. Dial 911 or direct someone to do so. Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.

Do not hang up until advised to do so by dispatcher. Then, take the following actions.

- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

### *Earthquakes*

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the Principal, or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the Principal, or his/her designee.
- Stay alert for aftershocks.
- Be aware that shaking may activate fire alarm or sprinkler systems.



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- Elevators and stairways will need to be inspected for damage before they can be used.
- BOMS principal, or his/her designee, will issue further instructions.

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

### *Assaults*

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the Principal, or his/her designee. The Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the Principal, or his/her designee.

The Principal or his/her designee will submit incident report to the local law enforcement if incident is serious.

### *Hazardous Materials*

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
  - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
  - Provide the following:
    - School name.
    - Building address, including nearest cross street(s).
    - Your name and phone number.
    - Location of the spill and/or materials released.
    - Characteristics of spill (colors, smells, visible gases).
    - Name of substance, if known.

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- Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

### *Civil Disturbance*

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

### *Vandalism*

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.

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- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement). See Disciplinary, Suspension & Expulsion Policy.
- Determine any monetary restitution issues and amounts.

### *Utility or Power Failure*

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

### *Bomb Threat*

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The Principal or his/her designee will:
  - Notify Police Department – Dial 911.
  - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

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- Classrooms and work areas.
  - Public areas - foyers, office bathrooms and stairwells.
  - Lockers and unlocked closets.
  - Exterior areas—shrubbery, trashcans, debris boxes, gas valves, etc.
  - Power sources—electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
  - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The Principal, or his/her designee, must grant approval for student release.
  - An incident report should be drafted before the end of the workweek.

### *Explosion*

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
  - School name.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

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*Fighting or Riot*

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
  - The Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
  - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
  - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
  - Activate needed emergency plans, which may include:
    - Instructing office staff to handle communications and initiate lock-down orders.
    - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
    - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
    - Brief a representative to meet the media.
    - Assign staff to a pre-designated medical treatment/triage facility.

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### *Hostage Situation*

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The Principal or his/her designee should be responsible for the following:
  - Immediately notify law enforcement.
  - Move other students and teachers completely away from those who are in the hostage situation.
  - Keep everyone as calm as possible.
  - Be prepared to answer questions from media or family.

### *Death of a Student*

By far the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth,

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allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.

- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

### *Intruder or Individual With Deadly Weapon*

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The Principal or his/her designee should follow these guidelines:
  - Notify law enforcement immediately.
  - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
  - Determine the level of threat. If the level of threat is high, call for additional backup.
  - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
  - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

## B. EVACUATION

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

- The Principal or his/her designee should:
  - Notify the school district office, county official or designee.
  - Notify local law enforcement authorities.
  - Notify school transportation support.
  - Note the special needs of students or staff.
  - Direct clerical staff to take schools master enrollment list.

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- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.
- School staff should:
  - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
  - Take a copy of class enrollment list.
  - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
  - Notify the Principal or his/her designee of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

### C. - FLOOR PLAN

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

### D. - FIRE DRILLS

The school shall conduct fire drills on a quarterly basis to prepare for possible evacuation in case of an emergency. The Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.



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### E. ANNUAL INSPECTIONS

The Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
- Office (also used for conference rooms)
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; second floor women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the Principal, or his/her designee, of problems that cannot be corrected by site staff.

### F. PARENTAL NOTIFICATION

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

In the event of an parents/guardians should keep radios tuned to the local radio station for advisory information. Parents should not call the school because we must have the lines open for emergency calls.

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G. CLASSROOM SAFETY KITS

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school’s central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

Blankets	Paper Towels	Candles	Wet Ones
Matches	Batteries	Pillows	Bottled Water
Radio (battery operated)	Flashlights	Sheets	

Suggested first aid items: -

Hydrogen Peroxide	Gauze	Tweezers	Iodine	Alcohol
Assorted Band Aids	Sterile Water (for burns)	Tape	Scissors	Instant Ice Packs
Bandages	Package of Sewing Needles	Ace Bandages	Steri-strips or butterfly stitches	Current first aid book
Slings	Anti-bacterial salve	Disposable gloves	Face masks	CPR (disposable mouthpieces)

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. SCHOOL SAFETY MANAGEMENT TEAM

The Principal is the overall director of BOMS Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at BOMS and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. GUIDELINES FOR HANDLING THE MEDIA

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.

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- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

### J. DRUGS, ALCOHOL AND TOBACCO

The use or possession of drugs, alcohol, or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up procedures are necessary including counseling.

### K. CHILD ABUSE REPORTING

Child abuse shall be reported in compliance with the procedures set forth in the school's Personnel Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of BOMS are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

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### L. CAMPUS “COMING AND GOING” -

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor’s badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.
- School personnel should:
  - Ensure all exterior doors are marked with a notice to visitors to first report to the office.
  - Exterior doors should remain locked, except doors near the office area.
  - Staff should receive training on how to greet visitors. The first question is “May I help you?”
  - Someone should greet every visitor.

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are, i.e., school employee.)

Visitors who fail to comply with school procedures: should verbally be informed they are in violation of school policy. (Example - “Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.”). If this fails:

- Notify the office of the situation.
- Follow the person, if possible, and continue to give notice of the violation of school rules.
- Police should be notified, or call 911.
- Office should activate building-wide notification plan concerning intruder:
- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

### M. -NOTIFYING TEACHERS OF DANGEROUS PUPILS

The Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code §48900, including the exceptions to this rule provided therein. BOMS will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a student described in this Section. BOMS is not civilly or criminally liable for providing information unless it is proven that the information was false and that BOMS em-

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ployee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### N. HARASSMENT AND DISCRIMINATION

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the Personnel Handbook. -

If harassment or discrimination occurs, school staff should: -

- Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where a threat of serious bodily injury and/or weapons are involved, call 911.
- Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
- Document the incident, including the names of witnesses and any statements.
- Give incident reports to the Principal, or his/her designee, as soon as possible.

The Principal, or his/her designee, should:

- Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
- Identify the parties involved.
- Seek written documentation from witnesses.
- Determine disciplinary consequences. See Personnel Handbook; and Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up is necessary, including referral to a school counselor, psychologist, or local law enforcement.
- Notify parents or legal guardian and appropriate school personnel of incident.

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- Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

O. -SCHOOL DISCIPLINE

Discipline will be handled as set forth in the Disciplinary, Suspension & Expulsion Policy.

**Acknowledgement of Receipt of Safety Plan**

I understand and agree that I will read and comply with the Safety Plan for Barack Obama Middle School.

\_\_\_\_\_  
Signature -

\_\_\_\_\_  
Date

BARACK OBAMA MIDDdle SCHOOL PETITION -

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**APPENDIX G:  
STUDENT REGISTRATION FORM**

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# Barack Obama Middle School New Student Registration Form 2010-2011

Office Use Only	
Entry Date	____ / ____ / ____
State ID#	_____
District ID	_____

### Student Information

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (      ) - \_\_\_\_\_

Student's Date of Birth: (mm/dd/yyyy)      /      /

Student's gender: (Check one only)       F= Female       M= Male

Student is applying for grade: (Check one only)  
 6 = 6<sup>th</sup> Grade       7 = 7<sup>th</sup> Grade

This is the \_\_\_\_\_ time the student has ever entered this grade level (check one only).  
 1 = First Time       2 = Second Time       3 = Third Time

The California State Department of Education requires schools to report the following information for students who participate in the Standardized Testing and Reporting Program also known as the STAR testing program. In addition, we are required to report this information as a condition of a major grant we have received. Please assist us by completing the following information so that we may provide the California State Department of Education and our grant donor with the most accurate information possible.

Be assured that this information will be kept confidential.

Student's Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

Cherokee       Chippewa       Choctaw       Navajo       Pueblo

Sioux       Other: \_\_\_\_\_

0999 = Asian (Please specify)

Asian Indian       Chinese       Filipino       Japanese       Korean



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Vietnamese  Other : \_\_\_\_\_ -

1000 = Black or African American (*Please specify if known*)

Other: \_\_\_\_\_ -

1001 = Hawaiian or other Pacific Islander (*Please specify*)

Guamanian  Hawaiian  Samoan  Other: \_\_\_\_\_

2304 = Hispanic or Latino (*Please specify*):

Argentinean  Colombian  Cuban  Dominican  Mexican Amer.  
 Nicaraguan  Puerto Rican  Salvadoran  Spaniard  Other: \_\_\_\_\_

1002 = White (*Please specify if known*)

Other: \_\_\_\_\_ -

Other Race/Ethnicity with which the student identifies. Mark all that apply. -

0998 = Alaskan Native or American Indian (*Please specify*): -

Cherokee  Chippewa  Choctaw  Navajo  Pueblo

Sioux  Other: \_\_\_\_\_

0999 = Asian (*Please specify*)

Asian Indian  Chinese  Filipino  Japanese  Korean

Vietnamese  Other : \_\_\_\_\_ -

1000 = Black or African American (*Please specify if known*)

Other: \_\_\_\_\_ -

1001 = Hawaiian or other Pacific Islander (*Please specify*)

Guamanian  Hawaiian  Samoan  Other: \_\_\_\_\_

2304 = Hispanic or Latino (*Please specify*):

Argentinean  Colombian  Cuban  Dominican  Mexican Amer.  
 Nicaraguan  Puerto Rican  Salvadoran  Spaniard  Other: \_\_\_\_\_

1002 = White (*Please specify if known*)

Other: \_\_\_\_\_

English Proficiency of the student: (*Check one only*)

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- 1633 = Native English Speaker     1634 = Fluent English Speaker  
 1635 = Non-English speaking     1636 = Redesignated as fluent English proficient  
 1637 = Status Unknown     2349 = Limited English proficient/English Language Learner

Primary language spoken at home (*Check one only*):

- |   |   |                                   |                                     |                                       |
|---|---|-----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Arabic                       | <input type="checkbox"/> French           | <input type="checkbox"/> Hindi    | <input type="checkbox"/> Persian    | <input type="checkbox"/> Spanish      |
| <input type="checkbox"/> Cantonese                    | <input type="checkbox"/> French<br>Creole | <input type="checkbox"/> Italian  | <input type="checkbox"/> Polish     | <input type="checkbox"/> Tagalog      |
| <input type="checkbox"/> Chinese (non Can-<br>tonese) | <input type="checkbox"/> German           | <input type="checkbox"/> Japanese | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Urdu         |
| <input type="checkbox"/> English                      | <input type="checkbox"/> Greek            | <input type="checkbox"/> Korean   | <input type="checkbox"/> Russian    | <input type="checkbox"/> Vietnamese   |
|   |   |                                   |                                     | <input type="checkbox"/> Other: _____ |

Before attending this charter school, the student attended: -

School Name: \_\_\_\_\_ School \_\_\_\_\_ City: -  
\_\_\_\_\_

The school the student attended previously can be categorized as: (*Check one only*)

**Public:**

- 1821 = Public, same district -  
 1822 = Public, different district in the same state -  
 1823 = Public, different state -

**Private:**

- 1824 = Private, non-religiously-affiliated, same district -  
 1825 = Private, non-religiously-affiliated, different district, same state -  
 1826 = Private, non-religiously-affiliated, different state -  
 1827 = Private, religiously-affiliated, same district -  
 1828 = Private, religiously-affiliated, different district, same state -  
 1829 = Private, religiously-affiliated, different state -

**Non-existent or Foreign:**

- 1838 = Original Entry into US school (no previous school)

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1839 = Original entry into US school (from foreign country with no schooling interruption)

1840 = Original entry into US school (from foreign country with schooling interruption.)

1830 = Located outside of the country

**Other**

1831 = Institution (example: correctional facility)

1832 = *Charter school*

1833 = Home schooling -

1834 = Matriculating (in other words, passed previous school's highest grade level) -

9999 = *Other*

Has the student taken a standardized test and been determined "Gifted?"  0002 = Yes

0232 = No

The questions below pertain to special services currently being received by the student at her or his present school. If you are unaware of the terms used in this box, your child is more than likely not receiving those specific services at this time, If you are unsure, you may leave this section blank and the information will be requested from the child's current school.

Has the student been classified by Special Education Services with any of the following disabilities? (*Check all that apply*)

2121 = Autistic/Autism  2122 = Deaf-blindness

2123 = Hearing impairment  2124 = Mental retardation

2125 = Multiple disabilities  2126 = Orthopedic impairment

2127 = Emotional Disturbance  2128 = Specific learning disability

2129 = Speech or language impairment  2130 = Traumatic brain injury

2131 = Visual impairment (e.g. blindness, etc...)  2132 = Other health impairment

2133 = Deafness  2134 = Developmental delay

2135 = Infants and Toddlers with disabilities  9998 = None

Does the student have an active Individual Educational Plan (IEP)? Yes No

Does the student need 504 accommodations Medical condition requiring modification)?

Yes No

How far is the school from your home? . (*Approximate distance in miles*)

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How many times has the student's family moved in the past 12 months?

*In the student's home:*

Approximately how many books are there where the student resides?

- Is there a computer at home? (e.g. desktop/laptop) -  0002 = Yes  0232 = No
- Is there Internet access at home?  0002 = Yes  0232 = No
- Is there a quiet place for the student to study at home?  0002 = Yes  0232 = No
- Was any adult employed for income over the past two weeks?  0002 = Yes  0232 = No

Migratory Status: Does the student's Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

- 1641 = Yes  1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: *(Check one only)*

- F = Free lunch  FDC = Free lunch in District of Columbia
- P = Full pay  R = Reduced-price lunch
- I don't know. *(School will gather this data.)*

Among all parents and guardians residing with the student, what is the highest level of education? *(Check one only)*

Elementary/Middle/High School	College and Beyond	Other
<input type="checkbox"/> 0789 = Pre-Kindergarten	<input type="checkbox"/> 1049 = Some college but no degree	<input type="checkbox"/> 0819 = Vocational Certificate
<input type="checkbox"/> 0805 = Kindergarten	<input type="checkbox"/> 1050 = Associate's degree	<input type="checkbox"/> 1046 = Adult Basic Education Diploma
<input type="checkbox"/> 0790 = 1 <sup>st</sup> Grade	<input type="checkbox"/> 1051 = Bachelor/ Baccalaureate degree (BA, AB, BS, etc.)	<input type="checkbox"/> 1047 = Formal certificate or diploma (less than one yr.)
<input type="checkbox"/> 0791 = 2 <sup>nd</sup> Grade	1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 <sup>rd</sup> Grade	<input type="checkbox"/> 1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)	<input type="checkbox"/> 2408 = H.S. completers (e.g. certificate of attendance)
<input type="checkbox"/> 0793 = 4 <sup>th</sup> Grade		<input type="checkbox"/> 2409 = H.S. equivalency
<input type="checkbox"/> 0794 = 5 <sup>th</sup> Grade		
<input type="checkbox"/> 0795 = 6 <sup>th</sup> Grade		
<input type="checkbox"/> 0796 = 7 <sup>th</sup> Grade	<input type="checkbox"/> 1054 = Master's degree (e.g.	

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<input type="checkbox"/> 0798 = 8 <sup>th</sup> Grade	MA, MS, M.Ed, MSW, MBA.)	(e.g. GED)
<input type="checkbox"/> 0799 = 9 <sup>th</sup> Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0800 = 10 <sup>th</sup> Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0801 = 11 <sup>th</sup> Grade		
<input type="checkbox"/> 1044 = H.S. diploma	<input type="checkbox"/> 1057 = Doctoral degree (e.g. Ph.D, Ed.D)	
<input type="checkbox"/> 1809 = 12 <sup>th</sup> grade, no diploma		

*Health and Immunization Records*

Requirements for entrance:

To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 must have immunizations as outlined in Health and Safety code Sections 120325-120380 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075 (see GUIDE TO THE REQUIREMENTS OF THE CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES K-12). Document of these immunizations must be provided prior to the first day of school.

Allergies:

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Serious illness?

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**Currently taking medication?**

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*Release for NEWS/Media*

As a student of this charter school, your child may have the opportunity to participate in media coverage for educational purposes. These opportunities would involve activities such as quotes attributed to your child, pictures of your child in the newspaper, on television, or in productions for the school. By signing below, you authorize your child's participation in media activities for educational purposes.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*Uniforms*

By my signature below, I acknowledge that uniforms are required for all students. Information will be provided to parents from the selected vendor. I accept responsibility for compliance with the school's dress code.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMERGENCY DATA**

Primary Care Physician:

\_\_\_\_\_  
Primary Care Physician Phone Number: -  
\_\_\_\_\_

Individuals BOMS is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If BOMS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform BOMS of any changes regarding the information on this form.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

END of Student Information

**Parent/Guardian/Family Information**

*Parent/Guardian 1*

**First Name:** \_\_\_\_\_ **Middle:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

Address (if not the same as student address above): -

\_\_\_\_\_ Apt#: \_\_\_\_\_ -

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ -

Home Phone: \_\_\_\_\_ Work -

Phone: \_\_\_\_\_ -

Relationship to student: \_\_\_\_\_ E-mail address: \_\_\_\_\_ -

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**Parent/Guardian 2**

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_  
\_\_\_\_\_

Address (if not the same as student address above):

\_\_\_\_\_ Apt#: \_\_\_\_\_ -  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ -  
Home Phone: \_\_\_\_\_ Work -  
Phone: \_\_\_\_\_ -  
Relationship to student: \_\_\_\_\_ E-mail address: \_\_\_\_\_ -

Does the student have any siblings?

Name	Age	Current School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Emergency Contact Information**

Physician: \_\_\_\_\_ Phone #: ( \_\_\_\_\_ ) \_\_\_\_\_

Health Insurance: \_\_\_\_\_ Policy #: \_\_\_\_\_

Individuals BOMS is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If BOMS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

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I understand that it is my responsibility to promptly inform BOMS of any changes regarding the information on this form.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*AUTHORIZATION FOR STUDENT PICK-UPS*

The following individuals are authorized to pick up my child from school: -

Name	Relationship	Contact Phone -
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**END of Parent/Guardian Information**



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**APPENDIX H:  
BUDGET**

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## BARACK OBAMA MIDDLE SCHOOL PETITION

### BUDGET ASSUMPTIONS

#### KEY REVENUE SOURCES

Principal apportionment from the State of California makes up the vast majority of Barack Obama Middle School's revenue.

- Barack Obama Middle School expects to enroll 150 students its first year, 225 students its second, and 300 its third.
- Average daily attendance (ADA) is projected at 92% the first year and 95% thereafter.

The following table indicates the General and Categorical Block Grants used in the budget.

	<b>Sixth Grade</b>	<b>Seventh-Eighth Grades</b>
General Purpose Block Grant	\$5,093	\$5,240
Categorical Block Grant	\$404	\$404

#### CAPITAL SOURCES

Barack Obama Middle School expects to be awarded a \$600,000 Public Charter School Start-Up Grant. With this grant, Barack Obama Middle School will have adequate start-funds to open in 2010.

In addition, Ingenium Schools has applied for a line of credit from its bank, US Bank.

Ingenium Schools will apply for a revolving loan as a back-up to support first year cash flow. Revolving loans are provided by the State in the amount of \$250,000 for the first year of operation. Equal repayments are deducted annually from a school's principle apportionment each year thereafter.

#### MAJOR EXPENSES

- **Personnel and Benefits:** Employees and employee benefits will make up over 55% of costs at Barack Obama Middle School. Average certificated teacher salaries will be \$45,000 in the school's first year of operations. All full time employees will be entitled to participate in a cafeteria benefit plan funded at \$450/employee/month.
- **Facilities:** Lease expense is based on the terms proposed by the Lessors.
- **Business Services Provider:** \$45,000/year will be paid to a business services provider (most likely CSMC) for administrative services.
- **Other Expenses:** Assumptions for other key expenses such as books, supplies, and other operating expenses are in line with the historical performance of other charter schools.

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- **Reserve for Economic Uncertainty:** Barack Obama Middle School will maintain a reserve for economic uncertainty equivalent to 5% of expenditures.

MODEL SENSITIVITIES

Barack Obama Middle School's budget is most sensitive to:

- 1) The amount of the principal apportionment.
- 2) Average Daily Attendance.
- 3) Certificated teacher salaries.
- 4) Facility costs.

Barack Obama Charter School PROPOSED PRELIMINARY BUDGET 2009-2010

Three Year Budget		Inputs	Barack Obama Charter School 11/16/2009 8:25	Start Up	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3
			Assumptions			-	-
	Grades K-3						
	Grades 4-6				75	75	100
	Grades 7-8				75	150	200
	Grade 9-12						
	<b>Student Enrollment</b>				<b>150</b>	<b>225</b>	<b>300</b>
	Grades K-3						
	Grades 4-6				69	71	94
	Grades 7-8				69	141	188
	Grade 9-12						
	<b>ADA</b>				<b>138</b>	<b>212</b>	<b>282</b>
	Percentage of Free and Reduced Students	91%			126	192	257
	Percentage of Econ Disadv students	91%			126	192	257
	Percentage of ELL/LEP students	40%			55	85	113
	<b>Compensatory Education</b>	<b>131%</b>			<b>306</b>	<b>470</b>	<b>626</b>
	Number of Teachers - Core				6	10	13
	<b>Revenue</b>						
		COLA	2.0%				
	<b>Basic State Aid</b>						
	8011 General Purpose For 4-6	\$5,093	CSDC 092409		323,304	347,926	473,179
	8015 General Purpose For 7-8	\$5,240	CSDC 092409		332,635	701,898	992,858
	8011 School District Property Tax	(637.97)	Portion of revenue limit funded by local property taxes		(80,997)	(128,184)	(170,912)
	<b>Total Basic</b>				<b>574,942</b>	<b>921,640</b>	<b>1,295,125</b>
	<b>Federal Income</b>						
	8290 NCLB: Title I				61,785	94,693	126,257
	8220 Child Nutrition Program	-			58,897	90,266	120,355
	8290 Other Federal Income- Title V, (PCSGP)			250,000	200,000	175,000	0
	<b>Total Federal</b>			<b>250,000</b>	<b>320,682</b>	<b>359,959</b>	<b>246,612</b>
	<b>State Revenue</b>						
	8485 Block Grant 4-6	404	Per 4-6 ADA		25,646	34,157	46,454
	8480 Block Grant 7-8	404	Per 7-8 ADA		25,646	54,116	72,154
	8480 In lieu of Economic Impact Aid	318			39,990	62,513	85,015
	8670 State Lottery Income	137	Per ADA, no COLA		0	17,394	28,077
	<b>Total State</b>				<b>91,281</b>	<b>168,179</b>	<b>231,700</b>
	<b>Local Revenues</b>						
	8631 Sale of Equipment / Supplies	-					
	8634 Food Service Sales				0	0	0
	8639 Other Sales	-			0		
	8650 Leases and Rentals	-					
	8660 Interest	0%			0	0	0
	8689 All Other Fees & Contracts	-					
	8699 All Other Local Revenues	-					
	8780 From Districts - In Lieu of Property Taxes	637.97	Portion of revenue limit funded by local property taxes		80,997	128,184	170,912
	8700 Other - Grants Start - Up				0	0	0
	8700 Other - Donations				-	0	0
	8700 Other - Fundraising				-		0

Barack Obama Charter School PROPOSED PRELIMINARY BUDGET 2009-2010

Three Year Budget		Inputs	Barack Obama Charter School 11/16/2009 8:25	Start Up	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3
8700	Other - CDE Revolving Loan				250,000	-	0
8700	Other Local Revenue	-		-			0
Total Local Revenues				-	330,997	128,184	170,912
<b>TOTAL REVENUES</b>				<b>250,000</b>	<b>1,317,903</b>	<b>1,577,962</b>	<b>1,944,349</b>
<b>Expenses</b>							
			Inflation rate for all expenses but salaries				
Certificated Salaries							
1100	Teachers' Salaries		Inflation rate for salaries		300,000	480,213	610,414
1100	Substitute Teachers' Salaries				12,000	19,209	24,417
1200	Certificated Admin. ED and Principal and AP			49,333	190,167	199,150	204,129
1900	Counselor				0	55,000	56,375
Total certificated Salaries				49,333	502,167	753,572	895,334
Classified Salaries							
2200	Classified Support	-			35,000	60,875	62,397
2300	Administrative (Office Manager)				41,250	42,281	43,338
2400	Clerical Office				0	25,000	25,625
Total Classified Salaries				0	76,250	128,156	131,360
Employee Benefits							
3100	Total STRS	8.25%	Percentage of Certificated salaries	4,070	40,439	62,170	73,865
3308	Total Medicare	1.45%	Percentage of All salaries	715	8,387	12,785	14,887
3309	Total OASDI	6.20%	Percentage of Non-Certificated salaries	0	4,728	7,946	8,144
3400	Total Health & Welfare Benefits	5.40%	Rate per full-time eligible employee	3,150	64,800	102,060	125,024
3500	Total Unemployment Insurance	1.00%	Percentage of all staff salaries	493	5,784	8,817	10,267
Total Employee Benefits				8,429	124,137	193,778	232,187
<b>Total Employee Costs</b>				<b>57,762</b>	<b>702,554</b>	<b>1,075,505</b>	<b>1,258,881</b>
Books and Supplies							
4100	Textbooks	-			52,500	61,200	76,079
4200	Books other than Textbooks	-		-	3,000	4,590	6,242
4310	Instructional Materials and Supplies	-		-	18,000	16,800	22,583
4400	Noncapitalized Equipment	-		-	29,700	12,128	36,324
4500	Other Supplies	-		-	9,000	13,770	18,727
4700	Food Service Supplies (net)	-		-	63,541	95,311	127,082
Total Books and Supplies				0	175,741	203,799	287,037
Services, Other Operating Expenses							
5100	Services of Instructional Consultants, Lecturer			6,000	18,000	16,000	14,000
5200	Travel and Conferences			4,000	13,360	18,120	23,100
5300	Dues and Memberships			400	2,750	3,325	3,920
5400	Insurance			0	21,994	32,991	43,987
5500	Utilities & Housekeeping	\$ -		0	12,000	18,000	24,000
5600	Rentals, Leases, and Repairs (equipment)			-	6,000	6,400	7,200
5610	Rentals, Leases, and Repairs (building)			3,000	34,800	58,000	60,000
5800	Services (Legal, Audit, Other)			9,600	32,600	39,100	42,100
5810	Services (Finance & Business Services)			300	45,600	45,600	45,600
5897	Garbage & Recycling	\$ -			4,800	5,600	6,400
5900	Communications	\$ -		1,710	5,780	7,500	8,760
Total Services and Other Operating Expenses				25,010	197,684	250,636	279,067

Barack Obama Charter School PROPOSED PRELIMINARY BUDGET 2009-2010

Three Year Budget		Inputs	Barack Obama Charter School 11/16/2009 8:25	Start Up	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3
Capital Outlay						-	-
6200	Buildings and Improvements of Buildings				15,000	15,000	15,000
6400	Equipment & Furniture				19,080	11,526	12,381
6500	Replacement					4,000	4,000
6900	Other						
Total Capital Outlay				-	34,080	30,526	31,381
Direct Support / Indirect Costs							
7350	District Oversight Fee	1.00%			7,072	11,381	15,846
7350	Loan Repayment (Interest)					13,798	11,071
7399	Loan Repayment (Principal)					44,201	46,927
7400	Interest Expense Cash Flow Loan						
Total Direct Support / Indirect Costs				0	7,072	69,379	73,845
<b>TOTAL EXPENDITURES</b>				<b>82,772</b>	<b>1,117,131</b>	<b>1,629,846</b>	<b>1,930,211</b>
<b>SubTotal</b>				<b>167,228</b>	<b>200,772</b>	<b>(51,884)</b>	<b>14,138</b>
Additional Reserves							
1	Reserve - Operating	5.0%	Percentage of total expenditures	4,139	55,857	81,492	96,511
2	Reserve - Replacement			0	0	0	0
3	Reserve for Facility Maintenance	0.0%	Percentage of total expenditures	0	0	0	0
4	Errors & Omissions Reserve	0.0%	Percentage of total expenditures	0	0	0	0
TTL Additional Reserves				4,139	55,857	81,492	96,511
<b>NET AFTER RESERVES</b>				<b>163,090</b>	<b>144,915</b>	<b>(133,376)</b>	<b>(82,373)</b>
Total Facilities Costs					0	0	0
Debt Service (startup loan) 3% per year					0	0	0
Loan Repayment					0	0	0
<b>NET AFTER DEBT SERVICE &amp; LOC REPAYMENT</b>				<b>163,090</b>	<b>144,915</b>	<b>(133,376)</b>	<b>(82,373)</b>
<b>Cumulative Totals</b>							
Beginning Cash				0	167,228	368,000	316,116
				163,090	144,915	(133,376)	(82,373)
				4,139	55,857	81,492	96,511
<b>Total Cash Balance Including Reserves</b>				<b>167,228</b>	<b>368,000</b>	<b>316,116</b>	<b>330,254</b>
				0			
Accumulated operating reserve							
Accumulated operating reserve as % of revenue							
<b>Total Cash Balance Including Reserves</b>				<b>167,228</b>	<b>368,000</b>	<b>316,116</b>	<b>330,254</b>

YEAR 1 CASH FLOW																	
2009 - 2010 SCHOOL YEAR		Statistical	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	ACCRUED	YEAR 1	
			2009	2009	2009	2009	2009	2009	2010	2010	2010	2010	2010	2010	2010	Total	
Average Daily Attendance (ADA)		92%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	127
Beginning Balance					37.0%			18.0%		9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	0
Revenue			6.0%	4.0%	16.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%		Balance	
Revenue Limit Sources																	
8011	General Purpose For 4-6	323,304				119,622			58,195		24,248	24,248	24,248	24,248	48,496	323,304	
8015	General Purpose For 7-8	332,635				123,075			59,874		29,937	29,937	29,937	29,937	29,937	332,635	
8011	School District Property Tax	(80,997)				(22,679)			(19,439)		(17,279)	(5,400)	(5,400)	(5,400)	(5,400)	(80,997)	
TTL Revenue Limit Sources		574,942	0	0	0	220,018	0	0	98,630	0	36,906	48,785	48,785	48,785	73,033	574,942	
Federal Revenue																	
8290	NCLB: Title I	61,785	0	0	0	0	0	0	0	0	0	61,785	0	0	0	61,785	
8220	Child Nutrition Program	58,897	0	0	0	0	0	0	0	11,779	11,779	11,779	11,779	11,779	0	58,897	
8290	Other Federal Income- Title V, (PCSGP)	200,000	0	0	200,000	0	0	0	0	0	0	0	0	0	0	200,000	
TTL Federal Income		320,682	0	0	200,000	0	0	0	0	11,779	11,779	73,565	11,779	11,779	0	320,682	
Other State Revenue																	
8480	Block Grant 4-6	25,646	0	0	0	9,489	0	0	4,616	0	1,923	1,603	1,603	1,603	4,809	25,646	
8480	Block Grant 7-8	25,646	0	0	0	1,026	0	0	0	0	8,207	4,103	4,103	4,103	4,103	25,646	
8480	In lieu of Economic Impact Aid	39,990	0	0	0	14,796	0	0	7,198	0	2,999	2,499	2,499	2,499	7,498	39,990	
TTL Other State Revenue		91,281	0	0	0	25,311	0	0	11,814	0	13,129	8,206	8,206	8,206	16,410	91,281	
Other Local Revenue																	
8790	From Districts - In Lieu of Property Taxes	80,997	0	3,240	12,959	6,480	6,480	6,480	6,480	6,480	10,800	5,400	5,400	5,400	5,400	80,997	
8700	LOC -Cash Flow	250,000			250,000	0	0	0	0	0	0	0	0	0	0	250,000	
TTL Other Local Revenues		330,997	0	3,240	262,959	6,480	6,480	6,480	6,480	6,480	10,800	5,400	5,400	5,400	5,400	330,997	
<b>TOTAL REVENUE</b>		<b>1,317,903</b>	<b>0</b>	<b>3,240</b>	<b>462,959</b>	<b>251,809</b>	<b>6,480</b>	<b>6,480</b>	<b>116,924</b>	<b>18,259</b>	<b>72,614</b>	<b>135,955</b>	<b>74,170</b>	<b>74,170</b>	<b>94,843</b>	<b>1,317,903</b>	
Expenditures																	
Certified Salaries																	
1100	Teachers' Salaries	300,000	0	0	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	0	300,000	
1100	Substitute Teachers' Salaries	12,000	0	0	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	0	12,000	
1200	Certificated Admin. ED and Principal and AP	190,167	9,000	6,847	32,347	15,775	15,775	15,775	15,775	15,775	15,775	15,775	15,775	15,775	0	190,167	
TTL Certified Salaries		502,167	9,000	6,847	63,547	46,975	46,975	46,975	46,975	46,975	46,975	46,975	46,975	46,975	0	502,167	
Classified Salaries																	
2200	Classified Support	35,000		1,667	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	0	35,000	
2300	Administrative (Office Manager)	41,250			4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	0	41,250	
2400	Clerical Office	0			0	0	0	0	0	0	0	0	0	0	0	0	
TTL Classified Salaries		76,250	0	1,667	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	0	76,250	
Employee Benefits																	
3100	TTL STRS	40,439	743	1,555	3,814	3,814	3,814	3,814	3,814	3,814	3,814	3,814	3,814	3,814	0	40,439	
3308	TTL Medicare	8,387	131	323	793	793	793	793	793	793	793	793	793	793	0	8,387	
3309	TTL OASDI	4,728		182	455	455	455	455	455	455	455	455	455	455	0	4,728	
3400	TTL Health & Welfare Benefits	64,800		0	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	0	64,800	
3500	TTL Unemployment Insurance	5,784		526	526	526	526	526	526	526	526	526	526	526	0	5,784	
TTL Employee Benefits		124,137	873	2,586	12,068	12,068	12,068	12,068	12,068	12,068	12,068	12,068	12,068	12,068	0	124,137	
Books and Supplies																	
4100	Textbooks	52,500		4,000	35,000	4,000	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	0	52,500	
4200	Books other than Textbooks	3,000		0	300	300	300	300	300	300	300	300	300	300	0	3,000	
4310	Instructional Materials and Supplies	18,000		8,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	0	18,000	

YEAR 1 CASH FLOW																	
2009 - 2010 SCHOOL YEAR		Statistical	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	ACCRUED	YEAR 1	
			2009	2009	2009	2009	2009	2009	2010	2010	2010	2010	2010	2010	2010	Total	
Average Daily Attendance (ADA)	92%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	127
4400 Noncapitalized Equipment	29,700		1,019	10,000	6,000	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409		0	29,700
4500 Other Supplies	9,000			0	900	900	900	900	900	900	900	900	900	900		0	9,000
4700 Food Service Supplies (net)	63,541		0	0	6,354	6,354	6,354	6,354	6,354	6,354	6,354	6,354	6,354	6,354		0	63,541
TTL Books and Supplies	175,741		1,019	22,000	49,554	13,963	11,151	11,151	11,151	11,151	11,151	11,151	11,151	11,151		0	175,741
Services, Other Operating Expenses																	
5100 Services of Instructional Consultants, Lecture	18,000				1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800		0	18,000
5200 Travel and Conferences	13,360		1,662	1,662	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004		0	13,360
5300 Dues and Memberships	2,750			0	275	275	275	275	275	275	275	275	275	275		0	2,750
5400 Insurance	21,994		3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168				(3,349)		0	21,994
5500 Utilities & Housekeeping	12,000		14	500	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149		0	12,000
5600 Rentals, Leases, and Repairs (equipment)	6,000				600	600	600	600	600	600	600	600	600	600		0	6,000
5600 Rentals, Leases, and Repairs (building)	34,800		1,621	29,179	400	400	400	400	400	400	400	400	400	400		0	34,800
5800 Services (Legal, Audit, Other)	32,600		16,004	7,000	960	960	960	960	960	960	960	960	960	960		0	32,600
5810 Services (Finance & Business Services)	45,600				25,000	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289	2,289		0	45,600
5897 Garbage & Recycling	4,800				480	480	480	480	480	480	480	480	480	480		0	4,800
5900 Communications	5,780		86	86	561	561	561	561	561	561	561	561	561	561		0	5,780
TTL Services and Other Operating Expenses	197,684		22,554	41,594	35,396	12,685	12,685	12,685	12,685	12,685	9,517	9,517	9,517	6,167		0	197,684
Capital Outlay																	
6200 Buildings and Improvements of Buildings	15,000			2,000	3,000	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111		0	15,000
6400 Equipment	19,080			7,500	7,500	453	453	453	453	453	453	453	453	453		0	19,080
6500 Equipment / Replacement	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
6900 Other	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
TTL Capital Outlay	34,080		0	9,500	10,500	1,564	1,564	1,564	1,564	1,564	1,564	1,564	1,564	1,564		0	34,080
Direct Support / Indirect Costs																	
7350 District Oversight Fee	7,072											7,072					7,072
7399 LOC Re-Payments	0			0	0	0	0	0	0	0	0	0	0	0		0	0
7399 Interest Expense Cash Flow Loan	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
TTL Direct Support / Indirect Costs	7,072		0	0	0	0	0	0	0	0	0	7,072	0	0		0	7,072
<b>TOTAL EXPENDITURES</b>	<b>1,117,131</b>		<b>33,445</b>	<b>84,194</b>	<b>178,523</b>	<b>94,713</b>	<b>91,900</b>	<b>91,900</b>	<b>91,900</b>	<b>91,900</b>	<b>88,733</b>	<b>95,805</b>	<b>88,733</b>	<b>85,383</b>	<b>-</b>		<b>1,117,131</b>
<b>SUB-NET</b>	<b>200,772</b>		<b>(33,445)</b>	<b>(80,954)</b>	<b>284,436</b>	<b>157,096</b>	<b>(85,421)</b>	<b>(85,421)</b>	<b>25,023</b>	<b>(73,641)</b>	<b>(16,119)</b>	<b>40,150</b>	<b>(14,563)</b>	<b>(11,213)</b>	<b>94,843</b>		<b>200,772</b>
Additional Reserves																	
1 Reserve for Economic Uncertainty	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
2 Program Reserves	55,857		4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655		0	55,857
3 ADA Growth Reserve	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
4 Errors & Omissions Reserve	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
TTL Additional Reserves	55,857		4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655	4,655		0	55,857
<b>NET</b>	<b>144,915</b>		<b>(38,100)</b>	<b>(85,609)</b>	<b>279,782</b>	<b>152,441</b>	<b>(90,075)</b>	<b>(90,075)</b>	<b>20,369</b>	<b>(78,296)</b>	<b>(20,773)</b>	<b>35,496</b>	<b>(19,217)</b>	<b>(15,868)</b>	<b>94,843</b>		<b>144,915</b>
LOC Advances / (Repayments)	0		0	0	0	0	0	0	0	0	0	0	0	0		0	0
<b>NET After LOC</b>	<b>144,915</b>		<b>(38,100)</b>	<b>(85,609)</b>	<b>279,782</b>	<b>152,441</b>	<b>(90,075)</b>	<b>(90,075)</b>	<b>20,369</b>	<b>(78,296)</b>	<b>(20,773)</b>	<b>35,496</b>	<b>(19,217)</b>	<b>(15,868)</b>	<b>94,843</b>		<b>144,915</b>
Monthly Cash Balance	167,228		129,128	43,520	323,301	475,743	385,667	295,592	315,960	237,664	216,891	252,386	233,169	217,301			312,144



YEAR 1 CASH FLOW																	
2009 - 2010 SCHOOL YEAR		Statistical	JULY 2011	AUGUST 2011	SEPT 2011	OCT 2011	NOV 2011	DEC 2011	JAN 2012	FEB 2012	MARCH 2012	APRIL 2012	MAY 2012	JUNE 2012	ACCRUED 2012	YEAR 1 Total	
	Average Daily Attendance (%)	95%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	212
	Beginning Balance				37.0%			18.0%		9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	0
Revenue			6.0%	4.0%	16.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	Balance	
Revenue Limit Sources																	
8011	General Purpose For 4-6	347,926	20,876	41,751	27,834	27,834	27,834	27,834	27,834	24,355	24,355	24,355	24,355			48,710	347,926
8015	General Purpose For 7-8	701,898	42,114	84,228	56,152	56,152	56,152	56,152	56,152	116,983	58,492	58,492	58,492			2,340	701,898
8011	School District Property Tax	(128,184)		(5,127)	(20,509)	(10,255)	(10,255)	(10,255)	(10,255)	(10,255)	(17,091)	(8,546)	(8,546)	(8,546)	(8,546)	(8,546)	(128,184)
	TTL Revenue Limit Sources	921,640	62,989	120,851	63,476	73,731	73,731	73,731	73,731	131,083	65,755	74,301	74,301	(8,546)	42,504	921,640	
Federal Revenue																	
8290	NCLB: Title I	94,693	0	0	0	0	37,877	0	18,939	0	0	37,877	0	0	0	0	94,693
8220	Child Nutrition Program	90,266	0	0	0	0	0	0	0	18,053	18,053	18,053	18,053	18,053	0	0	90,266
8290	Other Federal Income- Title V	175,000	175,000	0	0	0	0	0	0	0	0	0	0	0	0	0	175,000
	TTL Federal Income	359,959	175,000	0	0	0	37,877	0	18,939	18,053	18,053	55,930	18,053	18,053	0	0	359,959
Other State Revenue																	
8480	Block Grant 4-6	34,157	0	1,025	2,049	1,366	1,366	1,366	1,366	1,366	8,084	4,042	4,042	4,042	4,042	4,042	34,157
8480	Block Grant 7-8	54,116	0	1,623	3,247	2,165	2,165	2,165	2,165	2,165	12,807	6,404	6,404	6,404	6,404	6,404	54,116
8480	In lieu of Economic Impact Aid	62,513	0	1,875	3,751	2,501	2,501	2,501	2,501	2,501	14,795	7,397	7,397	7,397	7,397	7,397	62,513
8560	State Lottery Income	17,394	0	0	0	4,348	0	0	4,348	0	0	4,348	0	0	4,348	0	17,394
	TTL Other State Revenue	168,179	0	4,524	9,047	10,380	6,031	6,031	10,380	6,031	35,686	22,191	17,843	17,843	22,191	168,179	
Other Local Revenue																	
8790	From Districts - In Lieu of Property Tax	128,184	0	5,127	20,509	10,255	10,255	10,255	10,255	10,255	17,091	8,546	8,546	8,546	8,546	8,546	128,184
	TTL Other Local Revenues	128,184	0	5,127	20,509	10,255	10,255	10,255	10,255	10,255	17,091	8,546	8,546	8,546	8,546	8,546	128,184
	<b>TOTAL REVENUE</b>	<b>1,577,962</b>	<b>237,989</b>	<b>130,502</b>	<b>93,033</b>	<b>94,366</b>	<b>127,894</b>	<b>90,017</b>	<b>113,304</b>	<b>165,422</b>	<b>136,585</b>	<b>160,968</b>	<b>118,742</b>	<b>35,896</b>	<b>73,241</b>	<b>1,577,962</b>	
Expenditures																	
Certified Salaries																	
1100	Teachers' Salaries	480,213	0		48,021	48,021	48,021	48,021	48,021	48,021	48,021	48,021	48,021	48,021	48,021	0	480,213
1100	Substitute Teachers' Salaries	19,209	0	0	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	0	19,209
1200	Certificated Admin. ED and P	199,150	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	16,596	0	199,150
1900	Counselor	55,000	0	0	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	0	55,000
	TTL Certified Salaries	753,572	16,596	16,596	72,038	72,038	72,038	72,038	72,038	72,038	72,038	72,038	72,038	72,038	72,038	0	753,572
Classified Salaries																	
2200	Classified Support	60,875			6,088	6,088	6,088	6,088	6,088	6,088	6,088	6,088	6,088	6,088	6,088	0	60,875
2300	Administrative (Office Manag	43,338	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	0	43,338
2400	Clerical	42,281			3,523	3,523	3,523	3,523	3,523	3,523	3,523	3,523	3,523	3,523	3,523	0	35,234
	TTL Classified Salaries	146,495	3,612	3,612	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	0	139,448
Employee Benefits																	
	3100 - TTL STRS	62,170	1,369	2,391	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	0	62,170
	3308 - TTL Medicare	12,785	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	0	12,785
	3309 - TTL OASDI	7,946	662	662	662	662	662	662	662	662	662	662	662	662	662	0	7,946
	3400 - TTL Health & Welfare Insurance	102,060	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	0	102,060
	3500 - TTL Unemployment Insurance	8,817	735	735	735	735	735	735	735	735	735	735	735	735	735	0	8,817
	TTL Employee Benefits	193,778	12,336	13,358	16,808	16,808	16,808	16,808	16,808	16,808	16,808	16,808	16,808	16,808	16,808	0	193,778

YEAR 1 CASH FLOW																	
2009 - 2010 SCHOOL YEAR		Statistical	JULY 2011	AUGUST 2011	SEPT 2011	OCT 2011	NOV 2011	DEC 2011	JAN 2012	FEB 2012	MARCH 2012	APRIL 2012	MAY 2012	JUNE 2012	ACCRUED 2012	YEAR 1 Total	
Average Daily Attendance (%)		95%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	212
Books and Supplies																	
4100	Textbooks	61,200	0	30,600	30,600		0		0	0		0		0			61,200
4200	Books other than Textbooks	4,590	0	0	459	459	459	459	459	459	459	459	459	459	0		4,590
4310	Instructional Materials and Supplies	16,800	0	0	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	0		16,800
4400	Noncapitalized Equipment	12,128	0	0	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	0		12,128
4500	Other Supplies	13,770	0	0	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	0		13,770
4700	Food Service Supplies (net)	95,311	0	0	9,531	9,531	9,531	9,531	9,531	9,531	9,531	9,531	9,531	9,531	0		95,311
TTL Books and Supplies		203,799	0	30,600	44,860	14,260	14,260	14,260	14,260	14,260	14,260	14,260	14,260	14,260	0		203,799
Services, Other Operating Expenses																	
5100	Services of Instructional Consultants	16,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	0		16,000
5200	Travel and Conferences	18,120	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	0		18,120
5300	Dues and Memberships	3,325	277	277	277	277	277	277	277	277	277	277	277	277	0		3,325
5400	Insurance	32,991	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	0		32,991
5500	Utilities & Housekeeping	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	0		18,000
5600	Rentals, Leases, and Repairs	6,400	533	533	533	533	533	533	533	533	533	533	533	533	0		6,400
5600	Rentals, Leases, and Repairs	58,000	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	0		58,000
5800	Services (Legal, Audit, Other)	39,100	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	0		39,100
5810	Services (Finance & Business)	45,600	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	0		45,600
5897	Garbage & Recycling	5,600	467	467	467	467	467	467	467	467	467	467	467	467	0		5,600
5898	Janitorial & Supplies	7,500	625	625	625	625	625	625	625	625	625	625	625	625	0		7,500
TTL Services and Other Operating Expenses		250,636	20,886	20,886	20,886	20,886	20,886	20,886	20,886	20,886	20,886	20,886	20,886	20,886	0		250,636
Capital Outlay																	
6200	Buildings and Improvements	15,000	7,500	7,500	0	0	0	0	0	0	0	0	0	0	0		15,000
6400	Equipment	11,526	6,000	5,526	0	0	0	0	0	0	0	0	0	0	0		11,526
6500	Equipment / Replacement	4,000	333	333	333	333	333	333	333	333	333	333	333	333	0		4,000
TTL Capital Outlay		30,526	13,833	13,359	333	333	333	333	333	333	333	333	333	333	0		30,526
Direct Support / Indirect Costs																	
7350	Interfund Transfers of Direct Support	11,381	948	948	948	948	948	948	948	948	948	948	948	948	0		11,381
7350	Loan Interest	13,798	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	0		13,798
7399	Loan Re-Payments	44,201	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	0		44,201
7399	Interest Expense Cash Flow	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
TTL Direct Support / Indirect Costs		69,379	5,782	5,782	5,782	5,782	5,782	5,782	5,782	5,782	5,782	5,782	5,782	5,782	0		69,379
<b>TOTAL EXPENDITURES</b>		<b>1,648,184</b>	<b>73,045</b>	<b>104,193</b>	<b>173,930</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>143,330</b>	<b>0</b>		<b>1,641,137</b>
<b>SUB-NET</b>		<b>(70,222)</b>	<b>164,944</b>	<b>26,309</b>	<b>(80,897)</b>	<b>(48,964)</b>	<b>(15,435)</b>	<b>(53,313)</b>	<b>(30,026)</b>	<b>22,093</b>	<b>(6,744)</b>	<b>17,638</b>	<b>(24,587)</b>	<b>(107,434)</b>	<b>73,241</b>		<b>(63,175)</b>
Additional Reserves																	
1	Reserve for Economic Uncertainty	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
2	Program Reserves	81,492	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	0		81,492
3	ADA Growth Reserve	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
4	Errors & Omissions Reserve	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
TTL Additional Reserves		81,492	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	6,791	0		81,492
<b>NET</b>		<b>(151,714)</b>	<b>158,153</b>	<b>19,518</b>	<b>(87,688)</b>	<b>(55,755)</b>	<b>(22,226)</b>	<b>(60,104)</b>	<b>(36,817)</b>	<b>15,302</b>	<b>(13,535)</b>	<b>10,847</b>	<b>(31,378)</b>	<b>(114,225)</b>	<b>73,241</b>		<b>(144,667)</b>

YEAR 1 CASH FLOW																
2009 - 2010 SCHOOL YEAR	Statistical	JULY 2011	AUGUST 2011	SEPT 2011	OCT 2011	NOV 2011	DEC 2011	JAN 2012	FEB 2012	MARCH 2012	APRIL 2012	MAY 2012	JUNE 2012	ACCRUED 2012	YEAR 1 Total	
Average Daily Attendance /	95%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	212
LOC Advances / (Repaymer	0	0	0	0	0	0	0	0	0	0	0	0	0			0
<b>NET After LOC</b>	<b>(151,714)</b>	<b>158,153</b>	<b>19,518</b>	<b>(87,688)</b>	<b>(55,755)</b>	<b>(22,226)</b>	<b>(60,104)</b>	<b>(36,817)</b>	<b>15,302</b>	<b>(13,535)</b>	<b>10,847</b>	<b>(31,378)</b>	<b>(114,225)</b>	<b>73,241</b>	<b>(144,667)</b>	
Monthly Cash Balance		375,454	394,973	307,285	251,529	229,303	169,199	132,383	147,684	134,149	144,996	113,618	(607)		72,633	
Cash Balance with Reserves		382,245	408,555	327,658	278,694	263,258	209,946	179,920	202,013	195,268	212,906	188,319	80,885		154,126	
A/R			94,843													
<b>Cash Balance including A/R</b>		382,245	503,397	422,500	373,536	358,101	304,788	274,763	296,855	290,111	307,749	283,162	175,728	248,968		

YEAR 1 CASH FLOW																
2009 - 2010 SCHOOL YEAR																
	Statistical	JULY 2012	AUGUST 2012	SEPT 2012	OCT 2012	NOV 2012	DEC 2012	JAN 2013	FEB 2013	MARCH 2013	APRIL 2013	MAY 2013	JUNE 2013	ACCRUED 2013	YEAR 1 Total	
Average Daily Attendance (ADA)	95.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	212
Beginning Balance				37.0%			18.0%							Def to July	Balance	0
Revenue		6.0%	4.0%	16.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%		Balance	
Revenue Limit Sources																
8011 General Purpose For 4-6	473,179	28,391	56,781	37,854	37,854	37,854	37,854	37,854	33,123	33,123	33,123	33,123			66,245	473,179
8015 General Purpose For 7-8	992,858	59,571	119,143	79,429	79,429	79,429	79,429	79,429	165,476	82,738	82,738	82,738			3,310	992,858
8011 School District Property Tax	(170,912)	0	(6,836)	(27,346)	(13,673)	(13,673)	(13,673)	(13,673)	(13,673)	(22,788)	(11,394)	(11,394)	(11,394)	(11,394)	(11,394)	(170,912)
TTL Revenue Limit Sources	1,295,125	87,962	169,088	89,937	103,610	103,610	103,610	103,610	184,926	93,072	104,467	104,467	(11,394)	58,160	1,295,125	
Federal Revenue																
8290 NCLB: Title I	126,257	0	0	0	0	50,503	0	25,251	0	0	50,503	0	0	0	0	126,257
8220 Child Nutrition Program	120,355	0	0	0	0	0	0	0	24,071	24,071	24,071	24,071	24,071	0	0	120,355
8290 Other Federal Income- Title V, (PCSGP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Federal Income	246,612	0	0	0	0	50,503	0	25,251	24,071	24,071	74,574	24,071	24,071	0	0	246,612
Other State Revenue																
8480 Block Grant 4-6	46,454	0	1,394	2,787	1,858	1,858	1,858	1,858	1,858	10,994	5,497	5,497	5,497	5,497	5,497	46,454
8480 Block Grant 7-8	72,154	0	2,165	4,329	2,886	2,886	2,886	2,886	2,886	17,077	8,538	8,538	8,538	8,538	8,538	72,154
8480 In lieu of Economic Impact Aid	85,015	0	2,550	5,101	3,401	3,401	3,401	3,401	3,401	20,120	10,060	10,060	10,060	10,060	10,060	85,015
8560 State Lottery Income	28,077	0	0	0	7,019	0	0	7,019	0	0	7,019	0	0	0	7,019	28,077
TTL Other State Revenue	231,700	0	6,109	12,217	15,164	8,145	8,145	15,164	8,145	48,191	31,115	24,095	24,095	31,115	231,700	
Other Local Revenue																
8790 From Districts - In Lieu of Property Taxes	170,912	0	6,836	27,346	13,673	13,673	13,673	13,673	13,673	22,788	11,394	11,394	11,394	11,394	11,394	170,912
TTL Other Local Revenues	170,912	0	6,836	27,346	13,673	13,673	13,673	13,673	13,673	22,788	11,394	11,394	11,394	11,394	11,394	170,912
<b>TOTAL REVENUE</b>	<b>1,944,349</b>	<b>87,962</b>	<b>182,033</b>	<b>129,500</b>	<b>132,447</b>	<b>175,931</b>	<b>125,428</b>	<b>157,699</b>	<b>230,815</b>	<b>188,122</b>	<b>221,549</b>	<b>164,027</b>	<b>48,166</b>	<b>100,669</b>	<b>1,944,349</b>	
Expenditures																
Certified Salaries																
1100 Teachers' Salaries	610,414	0		61,041	61,041	61,041	61,041	61,041	61,041	61,041	61,041	61,041	61,041	61,041	0	610,414
1100 Substitute Teachers' Salaries	24,417	0	0	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	0	24,417	
1200 Certificated Admin. ED and Principal and AP	204,129	17,011	17,011	17,011	17,011	17,011	17,011	17,011	17,011	17,011	17,011	17,011	17,011	0	204,129	
1900 Counselor	56,375	0	0	5,638	5,638	5,638	5,638	5,638	5,638	5,638	5,638	5,638	5,638	0	56,375	
TTL Certified Salaries	895,334	17,011	17,011	86,131	86,131	86,131	86,131	86,131	86,131	86,131	86,131	86,131	86,131	0	895,334	
Classified Salaries																
2200 Classified Support	62,397			6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	0	62,397	
2300 Administrative (Office Manager)	43,338	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	3,612	0	43,338	
2400 Clerical	25,625	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	2,135	0	25,625	
TTL Classified Salaries	131,360	5,747	5,747	11,987	11,987	11,987	11,987	11,987	11,987	11,987	11,987	11,987	11,987	0	131,360	
Employee Benefits																
3100 - TTL STRS	73,865	1,403	2,841	6,962	6,962	6,962	6,962	6,962	6,962	6,962	6,962	6,962	6,962	0	73,865	
3308 - TTL Medicare	14,887	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	0	14,887	
3309 - TTL OASDI	8,144	679	679	679	679	679	679	679	679	679	679	679	679	0	8,144	
3400 - TTL Health & Welfare Benefits	125,024	10,419	10,419	10,419	10,419	10,419	10,419	10,419	10,419	10,419	10,419	10,419	10,419	0	125,024	
3500 - TTL Unemployment Insurance	10,267	856	856	856	856	856	856	856	856	856	856	856	856	0	10,267	
TTL Employee Benefits	232,187	14,597	16,034	20,156	20,156	20,156	20,156	20,156	20,156	20,156	20,156	20,156	20,156	0	232,187	
Books and Supplies																
4100 Textbooks	76,079	0	38,040	38,040		0		0	0		0		0	0	0	76,079
4200 Books other than Textbooks	6,242	0	0	624	624	624	624	624	624	624	624	624	624	0	6,242	
4310 Instructional Materials and Supplies	22,583	0	0	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	0	22,583	
4400 Noncapitalized Equipment	36,324	0	0	3,632	3,632	3,632	3,632	3,632	3,632	3,632	3,632	3,632	3,632	0	36,324	



YEAR 1 CASH FLOW																
2009 - 2010 SCHOOL YEAR	Statistical	JULY 2012	AUGUST 2012	SEPT 2012	OCT 2012	NOV 2012	DEC 2012	JAN 2013	FEB 2013	MARCH 2013	APRIL 2013	MAY 2013	JUNE 2013	ACCRUED 2013	YEAR 1 <u>Total</u>	
Average Daily Attendance (ADA)	95.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	Def to July	Balance	212
Cash Balance including A/R		185,998	324,102	243,355	203,595	210,414	166,730	155,317	217,020	236,030	288,468	283,383	162,437	263,106		

BARACK OBAMA MIDDDDLE SCHOOL PETITION -

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**APPENDIX I:  
A DAY IN THE LIFE OF A STUDENT**

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## BARACK OBAMA MIDDLE SCHOOL PETITION

### **A DAY IN THE LIFE OF A FOURTH GRADE STUDENT AT BARACK OBAMA MIDDLE SCHOOL**

(This scenario illustrates a day in the life of Miguel Saucedo, a fictional seventh grade student at Barack Obama Middle School.)

At 7:55, when the school bell rings, I'm sitting quietly in my seat reading *Harry Potter and the Sorcerer's Stone*. I have my pencil, homework, and Data Notebook on my desk. My first class is English.

Janice Cota, our Class Prefect, is entering the number of students who are sitting quietly and prepared to work in the class Data Notebook. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell rang. As a class we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals and were in danger of not meeting our customer's expectations. We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a donut party. We turned in our plan to the Principal, Ms. Bakeer, and explained to her that we are working to improve our attendance and level of preparedness when we arrive at school. Ms. Bakeer had been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.

We have our Data Notebooks out because it's Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English teacher, has a big smile on her face, so I know we did well. Our four Row Prefects hand out our scores as the Class Prefect (Janice) posts the class results on the wall.

Our class did well on the reading assessment and we met our goal for the week in reading, but I did not make the improvement that I agreed to in the reading section of my Data Notebook. I wrote an action plan in my Data Notebook for what I am going to do to catch up with the rest of the class. The Plan, Do, Study, Act template in my Data Notebook helped me write my action plan and my row prefect checked it. I'm going to read an extra 30 minutes a day at home and ask my older brother Carlos to help me with words I don't understand. This has been a problem for me because I sometimes get discouraged when I come across new words and stop reading. I think Carlos can help me. I am also going to use the comprehension questions that Ms. Jarndyce gave to us to use with any story that we read.

Sarah won the Accelerated Reading Award for the month. She told me she likes this school because you get recognition for academic improvement, not just for sports.

We separated into four groups. Three of them read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals) to help us improve our reading so that we will meet customer expectations.



BARACK OBAMA MIDDLE SCHOOL PETITION -

In our math class the next period, Mr. Toby gave us our math assessment results. I did well but the class did not. Many students cannot “Multiply and divide expressions involving exponents with a common base,” one of the standards we wanted to have mastered by now. I’m good at doing this. We worked on a class action plan for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Mr. Toby is going to give us worksheets that use this standard to work on in the groups. He also is going to go around to each group to see how it is going and give tips. I’m going to be leading one of the groups as a math prefect. I like helping other people when I am successful at something and I know that they will help me when I need help with my reading.

During science, which Mr. Toby also teaches, we learned about the rock cycle, which includes the formation of new sediment and rocks, and that rocks are often found in layers with the oldest generally on the bottom. I put my notes in my homework folder to study at home tonight. Before we were allowed to go home for the day we had to fill our out agendas. We copied the standard that we learned for each subject from the board into our agenda. Part of our homework each night is to review the standards that we learned with our parents so that they understand what we are studying. Then I wrote down my assignment for each subject. I also wrote a note to begin looking for a book for my next book report. My choice is not due until Friday, but I sometimes forget to look for one and I wanted to begin early this time. Finally, I wrote a half page letter to my parents explaining how I did on my assessments last week and what my new goals and action plans are for this week. Mondays are an important day of the week for me because they help me make a plan for the rest of the week so that I know what to expect.

BARACK OBAMA MIDDdle SCHOOL PETITION -

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**APPENDIX J:**  
**FACILITY REVIEW CHECKLIST FOR USE OF RELIGIOUS FACILITIES**

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BARACK OBAMA MIDDLE SCHOOL PETITION -



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**FACILITY CHECKLIST FOR USE OF RELIGIOUS FACILITIES**

**Instructions:**  
*The following checklist is intended for use in reviewing the operation of a charter school which is situated in or around a church or other religious facility. If all of the statements below may be confirmed, the site may be certified for use. However, if any of the statements cannot be confirmed, a further analysis will need to be completed to determine if there are constitutional problems, and what remedial measures must be taken to ensure compliance with constitutional requirements. Following each statement to be confirmed, the examples that are provided herein are illustrative only and are not intended as an exhaustive list of potential facts or situations which may arise.*

<p>1. There are appropriate signs outside and inside the facility which clearly distinguish the charter school as a separate entity from the religious facility.</p> <p><u>Guidance Tip:</u> <i>Outside of any facility shared by a school and a religious institution, a sign should be located in a prominent place at or near the entrance to the facility which indicates the charter school is located on the site or in the religious facility. For example, if a school were to be located on the second floor of a religious facility, the following language could be utilized: "The XYZ Charter School, a public school, is located on the second floor of this facility."</i></p> <p><i>Upon entering the facility, a directional sign or signs should be clearly displayed indicating the entrance to the school.</i></p>	<p>• • yes</p> <p>• • no</p>
<p><b>If no, explain:</b></p>	

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<p>2. The lease of the area of the facility used by the charter school primarily for the delivery of instruction to which pupils have regular access does not contain religious symbols, posted religious messages, pictures, books or writings which indicate a preference for religious beliefs.</p> <p><i>Guidance Tip:</i>  <i>Statues of Jesus, the Virgin Mary, or like religious symbols, a crucifix, religious or biblical references, pictures or writings should not be publicly displayed in areas frequented by students. If such items do appear, they should be covered up or removed during regular school hours.</i></p> <p>If no, explain:</p>	<p>•• yes</p>	<p>•• no</p>
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<p>3. The School's space is not being utilized by the religious facility or its employees during the school day for any purpose.</p> <p><i>Guidance Tip:</i>  <i>Space used for instructional or operational purposes (i.e., the school office, counseling office, etc.) should not be physically shared by the school and representatives of the religious facility during school hours. Pupils and parents should be capable of transacting with school employees without being required to address church personnel within the facility.</i></p> <p>If no, explain:</p>	<p>•• yes</p>	<p>•• no</p>
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<p>4. During the school day, there are no visible or audible religious activities ongoing at the facility that convey a message of endorsement by the school of any religion.</p> <p><i>Guidance Tip:</i>  <i>If religious activities are ongoing at the site during school hours, these activities must be distinguishable from those of the school. For example, a Bible study could not be concurrently held in the same classroom where regular instruction occurs. Additionally, if a pastor's sermon could be overheard in a classroom or over a loudspeaker in classrooms during the school day, modifications of the space would need to occur.</i></p> <p>If no, explain:</p>	<p>•• ••          yes no</p>
<p>5. The presence of employees of the religious facility at the School during the School day does not interfere with the School's operation and does not convey a message of endorsement of religion.</p> <p><i>Guidance Tip:</i>  <i>If employees, volunteers, or clergy of the religious institution are required to access school space during the school day, such access should be minimal and non-disruptive to the school activities.</i></p> <p>If no, explain:</p>	<p>•• ••          yes no</p>

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<p>6. The lease/operation agreement does not contain conditions upon which the religious institution may exercise control over the school operations or its curriculum.</p> <p><i>Guidance Tip:</i>  <i>The lease should reflect an arms length landlord tenant-relationship wherein the religious institution exercises no control over what is taught and generally how the school's program is operated.</i></p>	<p>••      ••          yes    no</p>
<p>If no, explain:</p>	

DATED: \_\_\_\_\_ Reviewed By \_\_\_\_\_

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 MIDDLETON, YOUNG & MINNEY, LLP  
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**APPENDIX K:  
BOARD AND KEY STAFF MEMBER RÉSUMÉS**

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## **GLENN EVAN NOREEN**

**1502 Webster Avenue  
Claremont, California 91711-3548**

**(909) 827-8595  
gnoreen@post.harvard.edu**

Executive Director of Ingenium Schools, a Charter Management Organization, and Barack Obama Charter School. Principal charter petition author for five schools now in operation. Proficient in leadership of school management teams, financial analysis, facilities development, and school start-ups. California Award for Performance Excellence Examiner and knowledgeable on the application of quality systems to businesses, school districts, schools, and classrooms.

### **Professional History**

#### **INGENIUM SCHOOLS, CLAREMONT, CA (2006-CURRENT)**

##### **Executive Director**

Leading a Baldrige-based Education Management Organization and Baldrige-based charter schools. The first, Barack Obama Charter School, opened on September 8, 2009 and has an enrollment of 275 students. Won over \$3 million in grant awards for Ingenium and other charter schools.

#### **EDTEC, LA CAÑADA, CA (2005-2006)**

##### **Vice President, Client Management; Education Consultant**

Principal author of two charter petitions for schools now operating in Los Angeles (Center for Advanced Learning and Wisdom Academy for Young Scientists). Set up back-office business systems and prepared budgets for the schools.

#### **LOS ANGELES UNIFIED SCHOOL DISTRICT, SYLMAR, CALIFORNIA (2003-2005)**

##### **Seventh Grade Math Teacher**

Earned a teaching certificate and gained classroom experience by teaching seventh grade mathematics at Olive Vista Middle School in Sylmar, California while enrolled in a teacher credentialing program.

#### **FAIRMONT SCHOOLS, INC., ANAHEIM, CALIFORNIA (1999-2002)**

##### **Vice President, Internal Operations and Finance**

Rejoined this 2,250-student chain of five private schools in fall 1999 (see below 1992-1996). Fairmont is a recipient of the Blue Ribbon School of Excellence Award from the U.S. Department of Education. Responsible for finance, accounting, human resources, information technology, food and copy services, purchasing, receiving, bus transportation, risk management, and facilities.

- Upon return to Fairmont, cut expenses (especially overhead) in response to a dire financial situation and ended the year breaking even. Continued to improve financial performance, earning over \$850,000 before taxes on revenues of \$19 million in 2000-2001.
- In response to a 5% enrollment decline, initiated a cut of sixteen positions in 2001 yielding one million dollars in annualized savings.
- Secured an \$8 million loan to finance construction of a high school.
- While responsible for human resources, engineered a teacher retention program that lowered turnover and developed a structured recruitment process. As a result, all classrooms were staffed with effective, qualified teachers from the first day of school.
- Dramatically improved information systems department network reliability and department responsiveness while downsizing by two technicians.



- Initiated a change of maintenance service vendors, yielding over \$100,000 in annual savings and improved service. Reduced bus routes from thirteen to six with minimal rider impact.

**SABIS EDUCATIONAL SYSTEMS, INC., EDEN PRAIRIE, MINNESOTA (1997-1999)**

**Business Development Director**

Responsible for developing charter schools in five states and for structuring financing for existing and new schools.

- Developed applications that yielded four charters. Prepared detailed education program descriptions for the charter applications. Recruited board, selected and developed school site, and developed local support. Two of the four – the International Academy of Flint in Michigan and the International College Preparatory Academy of Cincinnati in Ohio – opened and continue to operate.
- Analyzed student aid formulas in seven states to determine which states offer the best charter school financial resources.
- Prepared business plan used to secure a \$10 million line of credit from Deutsche Bank.

**MERITOR ACADEMY, ALTADENA, CALIFORNIA (1997)**

**Los Angeles Area Manager**

Joined Meritor Academy, a Children's World subsidiary, to advise it on charter school strategy and convert four preschools into private schools. Modified the curriculum to reflect parent preferences and current research, which resulted in improved student achievement.

**FAIRMONT SCHOOLS, INC., ANAHEIM, CALIFORNIA (1992-1996)**

**Business Manager**

- Tripled pretax net income from \$430,000 to \$1.3 million. Increased revenue 54% from \$6.5 million to \$10 million while enrollment increased 43% from 984 to 1,403.
- Outsourced food service, greatly improving quality and customer satisfaction while improving financial performance from a \$33,000 loss to a \$55,000 profit.
- Secured financing to convert three commercial buildings to schools and directly managed one of the conversions, which came in on time and under budget.

**LOS ANGELES COUNTY OFFICE OF EDUCATION, DOWNEY, CALIFORNIA (1992)**

**Business Advisory Services Consultant**

- Reviewed the financial health of 32 school districts.
- Developed an automated financial evaluation system that reduced the time needed to make technical reviews of district budgets by more than two-thirds while increasing accuracy.

**RADIO SATELLITE CORPORATION, LONG BEACH, CALIFORNIA (1991-1992)**

**Director**

Prepared business plans and secured \$269,000 in financing for firm developing nationwide mobile satellite digital radio broadcast system.

**MARLBOROUGH SCHOOL, LOS ANGELES, CALIFORNIA (1989-1991)**

**Business Manager**

Responsible for financial management of 500-student elite girls' school.

**TRANSIT COMMUNICATIONS, INC. PASADENA, CALIFORNIA (1984-1989)**

**Co-Founder**

Instrumental in the formation of the American Mobile Satellite Corporation (AMSC), which is currently providing mobile telephone service through two satellites.

**SANTA CLARA UNIVERSITY GRADUATE SCHOOL OF BUSINESS AND ADMINISTRATION, SANTA CLARA, CALIFORNIA (1983-1984)**

**Lecturer in Marketing**

Created a graduate-level case method course emphasizing marketing of high-technology products.

**INPUT, MOUNTAIN VIEW, CALIFORNIA (1983-1984)**

Consultant at a leading market research firm supporting the computer industry.

**GRANGER ASSOCIATES, SANTA CLARA, CALIFORNIA (1982)**

Assistant to the president of a digital communications equipment manufacturer.

**UNITED STATES ARMY, ERZURUM, TURKEY; BERLIN, GERMANY (1976-1980)**

**First Lieutenant, Field Artillery**

Earned highest ratings on Annual Readiness Tests and awarded the Army Commendation Medal.

**Education**

**CLAREMONT GRADUATE UNIVERSITY, CLAREMONT, CALIFORNIA**

Master of Arts in Education, 2005

**CALIFORNIA STATE UNIVERSITY AT FULLERTON**

Certificate in School Business Management, 1994

**HARVARD BUSINESS SCHOOL BOSTON, MASSACHUSETTS**

Master of Business Administration, 1982

**UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON**

Bachelor of Arts, Economics, 1976

**Other**

**MALCOLM BALDRIGE NATIONAL QUALITY AWARD**

Member, 2009 Board of Examiners for the Malcolm Baldrige National Quality Award. The Award, created by public law in 1987, is the highest level of national recognition for performance excellence that a U.S. organization can receive. Responsible for reviewing and evaluating applications submitted for the Award.

**CALIFORNIA AWARD FOR PERFORMANCE EXCELLENCE (CAPE)**

Examiner for California's equivalent to the Baldrige National Quality in 2001, 2005, 2006, and 2007.

## **PETER R. NICHOLS**

### Mailing

PO Box 6515  
Big Bear Lake  
CA 92315

### Residence

1175 Minton  
Big Bear Lake  
CA 92315

H (909) 366 0225  
C (714) 408 8103

### **SUMMARY OF QUALIFICATIONS**

- Elementary, Middle and High School experience as Teacher and Principal/Director
- California Administrative Services Credential
- Life (K-12) California Standard Teaching Credential
- Math & Science consultant / grades K-8.
- Successfully led WASC accreditation process.
- (CSLA) California Schools Leadership Academy participant / 3 years.

### **CREDENTIALS**

“...a risk taker, very energetic and always willing to help his peers, a definite asset to this school district.”  
John P. Wilson (Superintendent)

Administrative Services Credential, Calif. St. Univ. @ Fullerton  
Master of Arts Physical Education, Calif. St. Univ. @ Los Angeles  
Standard Teaching Credential / Life, Calif. St. Univ. @ Los Angeles

### **ADMINISTRATIVE WORK EXPERIENCE**

“a very innovative and creative school site administrator.”  
Glenn Boyles (Board Member)

04//’08’ – 07//’08’ - Principal / Phoenix Private Schools / Rowland Heights CA  
09//’03’ – 03//’08’ - Principal / Oxford High School / Rowland Heights CA  
‘00’/’03’ Fairmont Private Schools / Anaheim, California

“... he has been the most helpful principal I have ever worked for.”  
Janet Magor (Teacher)

- Curriculum Development / Fairmont Private Schools
  - Admissions Director / Fairmont Prep Academy
  - Director/ Fairmont Prep Academy
- ‘99/00’ Director / Sylvan Learning Center / Compton California  
‘93/99’ Consultant / Wild Goose Science Co. /Salt Lake City / Utah  
‘92/93’ Principal / Carlsbad Unified School District / Carlsbad, CA  
‘85/92’ Principal / Los Nietos Elem. School District / Whittier, CA

“...is a highly visible instructional leader who spends large amounts of his time in the classrooms helping his teachers.”  
Terry Giboney (Superintendent)

### **OTHER MANAGEMENT EXPERIENCE**

1987 Graduate of California Schools Leadership Academy  
‘71/86’ Coordinator of in-park security services / Disneyland  
Anaheim, California

### **TEACHING EXPERIENCE**

Prince George High School (British Columbia)  
Los Nietos Elementary School District / Elementary – 10 years  
Los Nietos Elementary School District / Grades 7/8 – 5 years

## Thomas E. Harkenrider, P.E.

**Tom Harkenrider** was appointed as Soka University of America, Aliso Viejo's Chief of Operations in July 2000. This is a new 18 building campus on a 103 acre hillside overlooking a 2000 acre wilderness park behind Laguna Beach. He had previously served in a consulting capacity since 1996 as their Campus Design and Operations Advisor for this \$300 million claim free project.

Responsibilities include the general management of all buildings operations, energy management, design standards, and owner's representative to design and construction professionals. Prior to his involvement with the Soka University Project, he held similar senior management positions at the Salk Institute in La Jolla, California, the University of Arizona in Tucson, Arizona, and the University of California at San Francisco, the University of Nevada at Las Vegas, and the Nevada Power Company which all had significantly successful construction programs under his leadership.

Private practice accomplishments as Vice President for Management Services with Constructive Concepts Inc. include the management of the 2002 SCUP project of the year for the Emory University Master Plan as Director of Campus Planning, change management for the Design and Construction organization along with commissioning training at the University of California, Baldrige Award preparation and evaluation, and RFP management for selecting the Master Plan Architect, Architect Pool, Program Management firm and Energy Management System with commissioning services for a \$300 million campus expansion program currently active at Rio Hondo College in Whittier, California.

Harkenrider received his Bachelor of Science degree in Mechanical and Industrial Engineering from California State University at Long Beach and attended the masters program in business administration at the University of Nevada, Las Vegas and the University of Arizona specializing in organizational management.

Harkenrider is an author of a number of professional publications and is a regularly invited speaker on the subject of construction and maintenance contracting, strategic planning, and organizational performance to audiences that include APPA and the United States Marine Corp. He is also an inventor and holds a United States Patent on marble-like architectural concrete developed for the Salk Institute East Building Project and is a licensed professional civil engineer.

After purchasing a home in Baja Mexico over two years ago, Harkenrider developed a working relationship with CDDG selling over \$20m of property at the Residences at Playa Blanca and continues to be one of their top performing sales consultants. He is sought after by Baja investors for his experience and know how in this target market.

## DAVID BHATTACHARYYA, CFA

430 S. Burnside Ave., Apt. 10M; Los Angeles, CA 90036 / (323) 571-9141  
David.Bhattacharyya@gmail.com

### PROFESSIONAL EXPERIENCE

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**The Capital Group Companies**, Los Angeles, CA October 2005 - Present  
**Equity Research Associate**

- Conduct independent research to identify opportunities and potential risks related to specific companies or markets, primarily in the Homebuilding industry.
- Support one Equity Analyst and two Portfolio Managers responsible for managing in excess of \$3 billion in equity investments for institutional investors.
- Responsible for developing and maintaining multiple models, including:
  - Company-specific earnings and returns models;
  - Industry, market and macroeconomic models; and
  - Valuation and portfolio monitoring models.
- Attend and provide summaries and analyses of meetings with company management teams and sell-side research analysts, quarterly earnings conference calls, and other events related to current or potential investments.

**Analysis Group, Inc.**, Los Angeles, CA August 2003 – October 2005  
**Analyst**

- Worked on a variety of litigation and consulting engagements - including 10b-5 securities class-action lawsuits, accounting fraud suits, and private company valuation.
- Built economic and statistical models, including valuation models such as discounted cash flow and multiples analyses.
- Worked with senior staff to prepare expert witnesses for depositions and trials.
- Assisted senior staff and expert witnesses in all stages of expert report writing.
- Prepared marketing presentations.
- Managed on-campus recruiting event and trained new associates.

### EDUCATION

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**CFA Institute, Charlottesville, Virginia** December 2004 - June 2006  
Chartered Financial Analyst

**University of California, Los Angeles** September 1999 - June 2003  
Bachelor of Arts, *magna cum laude*, June 2003  
Major: Business-Economics  
GPA: Major - 4.00; Cumulative - 3.83  
GMAT: 740

- Received award for graduating in the top 3% of the Economics Department at UCLA
- Phi Beta Kappa, Member
- Undergraduate Investment Society, Member
- Undergraduate Business Society, Member
- Intramural Soccer, Team Captain

### QUALIFICATIONS & ACTIVITIES

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- Riordan Volunteer Leadership Development Program, Board Intern
- California Council on Economic Education; Board Member, Development Committee Member
- CFA Society of Los Angeles, Member: mentored students in Capital Markets investment competition
- Academy of Business Leadership, Volunteer

**MICHAEL NOBLE, EdD, MBA, MS**

miketnoble@mac.com

19024 Fieldstone Court

Salinas, California 93908

(831) 676-3486

## **Regional-Executive Director**

### **Human Capital Management / P&L / Key Partnerships / Operations / Process Improvement Startups / Turnarounds / Strategic Planning / Team Building / Policies & Procedures**

Experience ranges from taking a startup public to Fortune 500 with various management roles in education, healthcare, real estate development, and environmental health and safety in companies such as **Liberty Mutual** and **McGraw-Hill**. Proven record of cost containment while increasing customer satisfaction and company profitability including:

- Implementing process improvement and change management**
- Developing policies to promote business development and customer satisfaction**

Results oriented self-starter with documented problem solving, team building, communication, and management skills. My credentials include an **Ed.D.**, Organizational Development from the University of La Verne, **MBA**, Health Service Management from Golden Gate University, and a **MS** Public Health and a **BS** from the University of South Carolina. Member of the American College of Healthcare Executives

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## **SELECTED ACCOMPLISHMENTS**

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**Published a management book** with Wiley & Sons illustrating how quality and environmental management tools could be integrated to evaluate and control process risk. Environment Business said, "This could be your management equivalent of the bible."

**Turned around underperforming region:** Recruited by CTB McGraw Hill who was losing customer contracts and client satisfaction. I increased sales by 50% (\$30M-\$45M) in four years by clearly documenting customer requirements, and improving customer communications and service delivery processes. Oversaw direct-reporting team of project managers and indirect staff of 100+ personnel spanning design, production and delivery. Initiated customer focus groups, required monthly program manager site visits and weekly conference calls improving delivery strategies, and creating significant program improvements.

**Implemented programs to work globally with multi-national customers:** Liberty's multi-national customers wanted alignment of their production facilities domestic and global environmental health and safety programs. I led business development, marketing, and service delivery of global EH&S risk management services for multiple Fortune 500 companies. Initiative led to \$4M in annual consulting revenues with projects in over 12 countries.

**Created jobs while cutting costs:** Due to military base closings, unemployment impacted the local economy. I developed concept to reduce costs of closing base environmental remediation by training and hiring federal employees to do the work. Lobbied congressional representatives, resulting in \$5m DoD bill to fund project.

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## **CAREER HISTORY**

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**CEO/Executive Director**, Aventura, 2006 to Present. Aventura is a hotel and storage development company. Direct the site identification, market evaluation, and business plan development for niche market hotels and storage facilities. Gained preliminary design and city approvals for three-star, LEED-certified hotel projects in Kansas and Utah.

**Director of Baldrige in Education**, Santa Cruz Office of Education, 2005 to 2006. Managed Baldrige in Education program while completing doctoral research. Provided training and updated all quality education training materials.

**Regional Director, Western Region**, CTB McGraw Hill, 2001 to 2005. Led the revitalization of the 13 state region with P&L accountability for a \$45m budget.

**Assistant Vice President**, SAIC, 2000 to 2001. A \$1B environmental health and safety consulting service company. Developed a business plan for marketing international environmental health and safety services to U.S. multinational companies. Led staff of 45 while overseeing regional operations, business development and marketing for consulting division providing environmental risk management services.

**Earlier Career: Director of International EH&S Risk Management**, Liberty International. **President**, Certified Environmental Consulting. **Director of Occupational Health & Safety**, Mare Island Naval Shipyard. Ten years health care clinical and research experience. **Board Member**, Vallejo General Hospital.

**Personal Interests:** I enjoy skiing, snorkeling, scuba diving, sailing, traveling, reading and biking.

## **JOAN SABREE FAQIR**

233 Regent Circle  
Inglewood, California 90301

(310) 674-2034  
jfaqir@lausd.k12.ca.us

### **EDUCATION:**

Texas Southern University, Houston, Texas, 1963-1967 B.B.A.

District Intern Program, LAUSD, 1987-1989  
Clear California Credential, Multi Subject, K-Adult Ed. CLAD Certification

### **CURRENT POSITION:**

Executive Director, Center for Advanced Learning, Los Angeles, California  
2007-current

### **PREVIOUS POSITIONS:**

Fifth Grade Teacher, Shirley Avenue Elementary  
Instructor, District Intern Program; BTSA Support Provider  
1987-2007

Principal, MuMin Academy, Oklahoma City, Oklahoma  
1980-1986

Co-Director, Public Relations, Morehouse College, Atlanta, Georgia  
1975-1980

Public Relations Director, Riverside Hospital, Houston, Texas  
1973-1975

Purchasing Agent, Food Services, Texas Southern University  
1969-1973

Department Manager, Buyer, Foley's Department Store, Houston, Texas  
1967-1969

### **SUMMARY:**

Joan Sabree Faqir is the Executive Director of the Center for Advanced Learning in Los Angeles, a start-up Baldrige-based charter school. She was instrumental in developing the charter application and the board; in shepherding the application through Los Angeles Unified School District; and in launching the school. The school was fully enrolled its first year (with 216 students) and was widely regarded for its successful initiation year.

Joan Faqir was a fifth grade teacher at Shirley for eighteen years. She served as grade level chairperson, grade level representative for science with her local district, and BTSA support provider for her school. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences as she instructs in the District Intern Program and BTSA.

Joan Faqir also serves as President of UCLA's Chapter of Phi Delta Kappa and President of Al-Taliah (Vanguards for Literacy). She is a multiple nominee for Who's

Who amongst American Teachers and holds memberships in numerous other professional and service organizations. In addition, she has been featured as a teacher in *USA Today*, and *the Los Angeles Times*.



## KYLE C. KLOPCIC

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### EXPERIENCE

#### THE WALT DISNEY COMPANY

Burbank, CA

Senior Analyst, Corporate Strategy and Business Development

July 2008 – Present

- Identify and assess potential acquisitions, joint ventures and divestitures for Disney and its diverse business units
- Develop strategic frameworks for organic growth opportunities and build operating plans for new businesses
- Conduct financial and business due diligence sessions and negotiate transaction term sheets
- Compose summary presentation materials for CEO, CFO, Board of Directors and business unit heads
- **Selected Transaction Experience**
  - A&E Television Networks' acquisition of Lifetime Entertainment Services; *deal closing pending*
  - Disney's equity investment in and contribution of content to online video site Hulu; *June 2009*

#### LEHMAN BROTHERS

New York, NY

Analyst, Investment Banking Division (Financial Institutions Group)

July 2006 – June 2008

- Evaluated strategic alternatives including acquisitions, leveraged buyouts, takeover defenses and debt, equity and hybrid financings for depositories, insurance companies, specialty lenders and financial technology companies
- Constructed financial models including DCFs, comparable companies / transactions, accretion / dilution and capital structuring
- Coordinated extensively with client senior management and outside advisors while executing buy and sell-side processes
- **Selected Transaction Experience**
  - Huntington Bancshares' acquisition of Sky Financial for \$3.6 billion; *July 2007*
  - ABN Amro's sale of ABN Amro Mortgage Group to CitiMortgage, the largest-ever sale of mortgage servicing rights at the time of announcement (included a total servicing portfolio of \$224 billion); *February 2007*

#### ASSET CHILE

Santiago, Chile

Investment Banking Summer Analyst

June – August 2005

- Valued a series of mines in a copper project sold by Lumina Copper Corp. to Pan Pacific Copper Co. for \$140 million

#### ASSOCIATION FOR ECONOMIC DEVELOPMENT OF NICARAGUA

Masaya, Nicaragua

Microfinance Group Lending Department Intern

June – August 2004

- Created a training booklet on basic business skills; led instructional workshops to clients in Spanish on financial management

### EDUCATION-RELATED ACTIVITIES

#### CURRENT ACTIVITIES

- **Reading to Kids; Volunteer** – Read books to elementary school students and facilitate crafts projects related to the books
- **National Foundation for Teaching Entrepreneurship (NFTE); Business Plan Judge** – Evaluate the business plans of aspiring high school entrepreneurs; critique presentations and provide feedback

#### COLLEGE ACTIVITIES

- **Senior Honors Thesis: Magna Cum Laude** in the field of Economics of Education for “Does Paying Teachers More Increase School Quality? The Effects of Slowing Salary Growth on Student Achievement in Wisconsin” (2006)
- **New Sector Alliance; Student Consultant** – Identified strategic priorities guiding the five-year vision of a college targeting working adults; generated actionable items to institutionalize the partnership creation and maintenance processes (2005)
- **Franklin After-School Enrichment Program; Director** – Recruited, trained and supervised 60 volunteers who tutored youth in Boston housing developments; organized field trips; developed curriculum; fundraised; managed the budget (2003 – 2006)

### EDUCATION

#### HARVARD UNIVERSITY

Cambridge, MA

- A.B. *Cum Laude* with High Honors in Economics and a Spanish Language Citation in June 2006; GPA: 3.7
- *NCAA Academic All-American*, Varsity Alpine Ski Team (devoted 20+ hours per week throughout the school year)

#### FORT ATKINSON HIGH SCHOOL

Fort Atkinson, WI

- Valedictorian; Student Representative to the School Board; Founder / Director of a mentoring program for struggling elementary school students; Class President; Captain of the Tennis Team

### OTHER

*Computer Skills:* Microsoft Office, Capital IQ, Crystal Ball, Factset, Reuters Knowledge, SNL Financial, Stata  
*Personal Interests:* econometrics, emerging markets, snowmobiling, travel, water skiing, Wisconsin gastronomy

# Annie Winston

Author | Educator | Founder, AWE Plus

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t 949.836.8443  
e [annie@aweplus.com](mailto:annie@aweplus.com)  
w [HeroicalStoryicals.com](http://HeroicalStoryicals.com)

## Profile

A dynamic, proven leader, motivated educator and successful children's author with fifteen plus years in education and business. A creative thinker, hard worker and disciplined self starter who loves challenges and who seeks to inspire others, especially children, to live their dreams, pursue excellence and truth and the value of building positive character in their lives. Demonstrates outstanding character in team settings. Possesses a positive and cooperative attitude in working with others.

## Experience

### 2003 to Present

#### **Award Winning Children's Author | Founder, AWE Plus**

Authored three books to date; *Admiral Wright's Heroical Storyicals: Daniel Boone and The Battle of Boonesborough*; *Admiral Wright's Heroical Storyicals: Harriet Tubman and The Underground Railroad* (publish date, Fall 2008) and *The TrollMates An Unforgettable Adventure* (publish date, Spring 2009). Directed sales and marketing of the *Heroical Storyicals* series selling over 25,000 books (book one) via elementary school author talks, bookstore signings and special events. Featured speaker with *Wonder of Reading*, Los Angeles CA. A non profit organization that seeks to promote literacy in the LAUSD.

### 1989 – 2003

#### **ESL Teacher | Tewinkle Middle School | Newport Mesa School District**

Stay at home mom, raised three honor roll students with excellent character.

## Education

May 1987 | University of California, Berkeley | BA in Social Science Graduated with honors.  
1987 | CBEST certified; Fall 1989 | Teacher Education | University of California, Irvine.

## Skills and Awards

Highly effective communicator, both oral and written. Passionate visionary. Cooperative team player, program developer and event planner. **Winner: 2007 Silver Medal Winner | Moonbeam Children's Book Award | Pre-Teen; 2008 Silver Medal Winner | Mom's Choice Awards®.**

## References

Available upon request.

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**APPENDIX L:  
EXECUTIVE DIRECTOR EVALUATION FORM**

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**Sample Superintendent Evaluation**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Please read columns and indicators, check appropriate boxes. Mark the number along the continuum with an **X** above the column that best identifies where you believe your district superintendent performs in each area.

**Leadership – how well does the superintendent approach, guide, review and refine the art of leadership (Baldrige 1.1,1.2)**

1	2	3	4	5	6
<ul style="list-style-type: none"> <li>Occupied with routine matters of budget and facilities, etc.</li> <li>Rarely seeks new information</li> <li>Lack of vision, systems-perspective, deployment skills, agility</li> </ul>	<ul style="list-style-type: none"> <li>Handles routine matters</li> <li>Expressed concern for poor student achievement</li> <li>Seidom engages in dialogue with colleagues or stakeholders to ascertain needs</li> <li>Fails to enlist partners</li> </ul>	<ul style="list-style-type: none"> <li>Enlists support personnel to assist with routine tasks</li> <li>Attempts to stay current by attending seminars, conferences, legislative fly-ins, reading journals, etc.</li> <li>Conducts routine meetings with some staff and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Seeks means of additional revenue for the purpose of expanding projects, programs for student achievement</li> <li>Proactively researches trends in educational leadership, incorporates many ideas into plans</li> <li>Organizational activity is learning-centered</li> </ul>	<ul style="list-style-type: none"> <li>Innovative and obtains additional revenue</li> <li>Applies current research and best strategies in moving all stakeholders through improvement process</li> <li>Realizes future needs with agility</li> <li>Shares knowledge, information, data, and resources consistently</li> </ul>	<ul style="list-style-type: none"> <li>Recipient of grant and foundation funding</li> <li>Consistently articulates visionary leadership and district mission which is clear to all stakeholders</li> <li>Strategic planning is systematic and ongoing with stakeholder input</li> <li>Acknowledges, supports, values, and celebrates stakeholder involvement</li> <li>Possesses a keen focus on the future for results</li> <li>Expands the system beyond the primary organization</li> <li>Conducts an annual self-assessment</li> </ul>

- Indicators all of which must be present for Level 6:
- Current job descriptions are developed with and for employees for role clarification (date of creation or modification is evident)
  - District calendar reflects meeting dates with stakeholder groups
  - School board minutes demonstrate sustained vision through budget preparation, program implementation, stakeholder participation
  - Awards/plaques/trophies are received for outstanding achievement
  - Samples of communication (newsletters, narrative from radio spots, fliers) are archived and retrievable
  - Past and present grant applications are recipient notifications are on file
  - Travel logs/attendance sheets are maintained, indicating attendance at local, state, national workshops, conferences, professional associations with information summarized as to merit of experience and how it will benefit the district
  - Frequent Executive summary document progress and are received by all stakeholders

BARACK OBAMA MIDDLE SCHOOL PETITION -

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**APPENDIX M:  
EMPLOYMENT AGREEMENT**

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**EMPLOYMENT AGREEMENT FOR:**

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**Teacher  
Between**  
Ingenium Schools

**And  
[Employee]**

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THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Board of Trustees (“Board”) of Ingenium Schools, the governing board for Barack Obama Middle School, a California public charter school approved by the Compton Unified School District. The Ingenium Schools Board desires to hire employees who will assist Barack Obama Middle School’s Principal in achieving the goals and meeting the requirements of Barack Obama Middle School’s charter. The parties recognize that Barack Obama Middle School is not governed by the provisions of the California Education Code except as expressly set forth in BOMSs Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting the Principal in implementing the purposes, policies, and procedures of Barack Obama Middle School.

WHEREAS, Barack Obama Middle School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

*A. Statutory Provisions Relating to Charter School Employment*

1. - Barack Obama Middle School has been established and operates pursuant to BOMSs Act of 1992, Education Code §47600, *et seq.* Barack Obama Middle School has been duly approved by the Compton Unified School District. A copy of Barack Obama Middle School’s charter is attached hereto and fully incorporated by reference herein.
2. - Pursuant to Education Code §47604, Barack Obama Middle School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Barack Obama Middle

BARACK OBAMA MIDDLE SCHOOL PETITION -

School is considered a separate legal entity from the Compton Unified School District, which granted the charter. The Compton Unified School District shall not be liable for any debts and obligations of Barack Obama Middle School, and the employee signing below expressly recognizes that he/she is being employed by Barack Obama Middle School and not the Compton Unified School District.

3. - Pursuant to Education Code §47610, Barack Obama Middle School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code §47610.
4. - Barack Obama Middle School shall be deemed the exclusive public school employer of the employees at Barack Obama Middle School for purposes of Government Code §3540.1.

*B. Employment Terms And Conditions*

1. - DUTIES

Employee will perform such duties as Barack Obama Middle School may reasonably assign and Employee will abide by all Barack Obama Middle School's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Barack Obama Middle School's charter.

The employee will be employed as a Teacher with the following general duties: **Math Teacher**. These duties may be amended from time to time in the sole discretion of Barack Obama Middle School.

2. - WORK SCHEDULE

The work schedule for this position shall be:

*Weekly work hours: 7:45-4:00*

*Start/End Dates: 8/1/10 - 6/30/11*

Full or Part-Time: **Full Time**

Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. Employment is at-will as specified in Section [C] below.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Barack Obama Middle School.

3. - COMPENSATION

The total compensation for the term of the contract will be **\$45,000** on an annualized basis, paid in either 10 or 12 monthly installments.

4. - EMPLOYEE BENEFITS

Employee will be entitled to participate in designated employee benefit programs and plans established by Barack Obama Middle School (subject to program and eligibility requirements) for

BARACK OBAMA MIDDLE SCHOOL PETITION -

the benefit of its employees, which from time to time may be amended and modified by Barack Obama Middle School.

5. EMPLOYEE RIGHTS

Employment rights and benefits for employment at Barack Obama Middle School shall only be as specified in this Employment Agreement, Barack Obama Middle School's charter, the Charter Schools Act, and Barack Obama Middle School's personnel policies, which from time to time may be amended and modified by Barack Obama Middle School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Barack Obama Middle School.

6. LICENSURE

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.

7. CHILD ABUSE REPORTING

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code §11166 and will comply with its provisions.

C. *Employment At-Will*

Barack Obama Middle School may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at Barack Obama Middle School's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Barack Obama Middle School's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Barack Obama Middle School. No one other than the Board of Ingenium Schools has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Ingenium Schools and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, Barack Obama Middle School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Barack Obama Middle School's policy on Evaluation/Reviews.

D. *General Provisions*

BARACK OBAMA MIDDLE SCHOOL PETITION -

1. WAIVER OF BREACH

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. - ASSIGNMENT

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. - GOVERNING LAW

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. - PARTIAL INVALIDITY

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

*E. Acceptance of Employment*

By signing below, the Employee declares as follows:

1. - I have read this Agreement and accept employment with Barack Obama Middle School on the terms specified herein.
2. - All information I have provided to Barack Obama Middle School related to my employment is true and accurate.
3. - A copy of the charter is attached hereto.
4. - This is the entire agreement between Barack Obama Middle School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

*Employee Signature:* \_\_\_\_\_

**Date:** \_\_\_\_\_

*Address:* \_\_\_\_\_

Telephone: \_\_\_\_\_ Social Security Number: \_\_\_\_\_



BARACK OBAMA MIDDdle SCHOOL PETITION -

Barack Obama Middle School Approval:

Dated: \_\_\_\_\_ -

\_\_\_\_\_  
Authorized Barack Obama Middle School Representative -

*This Employment Agreement is subject to ratification and approval by the Governing Board of Ingenium Schools.*

BARACK OBAMA MIDDDDLE SCHOOL PETITION -

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**APPENDIX N:  
LIABILITY PROTECTION**

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LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

MARCH 25, 2009

PAUL C. MINNEY  
JAMES E. YOUNG  
MICHAEL S. MIDDLETON  
DANIEL I. SPECTOR  
LISA A. CORR  
PAUL C. MINNEY  
JAMES E. YOUNG  
MICHAEL S. MIDDLETON  
DANIEL I. SPECTOR  
LISA A. CORR  
AMANDA J. MCKECHNIE

Carl Wong, Ed.D.  
Superintendent of Schools  
**SONOMA COUNTY OFFICE OF EDUCATION**  
5340 Skylane Blvd.  
Santa Rosa, CA 95403

VIA: HAND DELIVERY

**Re: Liability Protection for Charter School Authorizers**

JESSICA ADAMS ROBISON  
TIMOTHY M. WEIR  
JERRY W. SIMMONS  
CHASTIN H. PIERMAN  
JULIE D. ROBBINS  
JAMES L. SHEA  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY

TOM PERAIC, OF COUNSEL

Dear Dr. Wong:

This letter is submitted pursuant to County Board Policy 0420.4(a). The purpose of this letter is to describe the protection of a charter authorizer from the debts and obligations of one of its charter schools.

The first layer of protection is statutory. Education Code Section 47604(c) states as follows:

“An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.”

As the River Montessori will be operated as a nonprofit public benefit corporation, the statutory protection granted under Education Code Section 47604(c) shall apply to protect its charter authorizer.

The second layer of protection is typically done through a Memorandum of Understanding (“MOU”) between the charter authorizer and the charter school. It is common for a charter school to provide for the indemnification and defense of its charter authorizer in the MOU, and it is also common for a charter school to name its charter authorizer as an additional insured on all insurance of the charter school. Further, the MOU provides a vehicle to document its compliance with its oversight obligations as provided by law.

*Sonoma County Superintendent of Schools  
February 19, 2008  
Page 2 of 2*

Accordingly, the River Montessori can enter into an MOU with the County to provide additional assurances regarding protection from liability including the indemnification and defense of its charter authorizer and naming the charter authorizer as an additional insured.

It is worth noting that we are unaware of any instance where a charter authorizer has been held liable for the debts and obligations of a charter school. It is also worth noting that we are unaware of any instance where a school district, which has denied a charter which was ultimately approved by a county board of education, has been held liable for the debts and obligations of the charter school it originally denied.

Please feel free to give me a call if you should have any questions regarding this matter.

Sincerely,

LAW OFFICES OF SPECTOR,  
MIDDLETON YOUNG & MINNEY, LLP

  
LISA A. CORR

BARACK OBAMA MIDDLE SCHOOL PETITION

**ELEMENT III: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

**MEASURABLE STUDENT OUTCOMES**

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in language arts, math, social studies, science, the visual and performing arts, and physical education. Exit outcomes address the goals for all students: regular, English Language Learners, special education, and gifted.

The following chart provides the curricular exit outcomes and performance goals and outcomes BOMS shall pursue. Current results of Roosevelt Middle School, the nearest public school, are presented for comparison purposes.

<b>Curricular Focus</b>	<b>Measurable Outcomes</b>	<b>Goals</b>
English Language Arts	<p>Demonstrate literacy in reading, writing, speaking and listening by:</p> <ul style="list-style-type: none"> <li>• constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience;</li> <li>• initiate reading opportunities and read independently for 30 minutes or longer;</li> <li>• write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem;</li> <li>• apply the writing process and conventions of writing;</li> <li>• use speaking skills to present information, narrative, and response to literature;</li> <li>• apply presentation strategies effectively.</li> </ul>	50% of students will score proficient or advanced on the CST the first year (Roosevelt Middle 32%) and 65% the third, then continue to increase each year.
English Language Development	<ul style="list-style-type: none"> <li>• Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at Barack Obama Middle School.</li> <li>• Redesignate from ELL status to English proficient status within 3 consecutive years of enrollment at the Barack Obama Middle School.</li> </ul>	Percentage of students redesignated will increase by 5% each year.
Mathematics	Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate	50% of students will score proficient or advanced on the CST

BARACK OBAMA MIDDLE SCHOOL PETITION

	and apply these skills in various settings.	the first year (Roosevelt Middle 33%) and 65% the third, then continue to increase each year.
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	60% of students will score proficient or advanced on the CST the first year (Roosevelt Middle 50%) and 75% the third, then continue to increase each year.
History/ Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	40% of eighth grade students will score proficient or advanced on the CST the first year (Roosevelt Middle 24%) and 55% the third, then continue to increase each year.
Visual and Performing Arts	Connect the arts with all other content areas. Talk about, evaluate, and describe the arts, using specific criteria. Demonstrate an understanding of how culture and the arts interact. Demonstrate ability to read, write, and perform in each of the arts disciplines. Demonstrate expression through movement and spatial awareness. Demonstrate a sense of self-confidence and knowledge of their place in history and society.	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.
Physical Education	Become physically educated, physically fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90% of students continuously enrolled will participate successfully in the Fitnessgram test.

The school shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

BARACK OBAMA MIDDLE SCHOOL PETITION

PERFORMANCE GOALS AND OUTCOMES

Barack Obama Middle School will track and analyze the following factors that influence academic achievement and growth.

Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> <li>• Average daily attendance rate of at least 94%.</li> <li>• Tardiness continually decreases each year by 5%.</li> <li>• Suspensions/expulsions decrease each year by 5%.</li> <li>• Mediation referrals decrease each year by 5%.</li> </ul>
Parental Involvement	<ul style="list-style-type: none"> <li>• 70% of parents attend Student Led Conferences.</li> <li>• Parent attendance at special programs, festivals and forums will increase annually.</li> </ul>
Professional Development	80% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> <li>• Knowledge of curriculum.</li> <li>• Competence in pedagogy.</li> <li>• Professional attitude.</li> <li>• Effective teaching strategies.</li> </ul>
Financial Solvency	No deficit in the operating budget.

**METHODS OF ASSESSMENT**

What all students should be able to do (performance standards) in all learning areas at critical points in their education (see Element II) Steps in this process include: reviewing the school’s mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that all students will demonstrate in each subject area, grade, or skill level.

**Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school’s educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

**Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:** Classroom teachers will measure student progress with bi-weekly assessments designed to measure mastery of the standards taught. Students will track their learning progress as measured by these assessments in their Data Notebooks and will adjust their learning action plans based on the assessment results. Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not ad-

BARACK OBAMA MIDDDDLE SCHOOL PETITION

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**ELEMENT VI: STUDENT ADMISSONS, ATTENDANCE, AND SUSPEN-  
SION/EXPULSION**

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**STUDENT ADMISSION POLICIES AND PROCEDURES**

Barack Obama Middle School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. BOMS shall not charge tuition.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, sexual orientation, or disability.

Students and their parent(s)/guardian(s) must complete an application available from BOMS' school office and submit it directly to Barack Obama Middle School. The application contains the Home Language Survey and asks for the required proof of immunizations and proof of minimum age requirements. Parents and all students are required to sign an agreement that they will abide by School policies on academics, attendance, and conduct.

Applications will be accepted during a publicly advertised open application period each spring for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend BOMS exceeds capacity, attendance, except for existing pupils shall be determined by a random public drawing. Preference, in the case of public random drawing shall be given in the following order:

1. Returning pupils.
2. Existing pupils of BOMS.
3. Siblings of existing pupils of BOMS.
4. Relatives of BOMS employees.
5. Students residing within the attendance boundaries of Compton Unified School District.

The school will designate and publicize an application deadline (for first year, tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing for first year enrollment will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will BOMS' Web site.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission, he or she will automatically be considered an "existing pupil" and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the





**To:** State Board of Education

**From:** Glenn Noreen

**Date:** April 29, 2010

**Re:** Description of Changes to the Petition Necessary to Reflect the State Board of Education as the Chartering Entity for Barack Obama Middle School

**Message:**

The following changes will need to be made to the original Barack Obama Charter School charter petition to reflect the State Board of Education (SBE) as the chartering entity.

- BOMS shall continually strive for a healthy, collaborative, synergistic relationship with the ~~Compton Unified School District~~State Board of Education ("~~CUSD~~SBE") without imposing a burden or liability on ~~CUSD~~SBE. (Page 4)
- Barack Obama Middle School submits this petition to the ~~Compton Unified School District~~State Board of Education as its sponsoring district. (Page 6)
- BOMS will comply with all federal and, state, ~~and district~~ mandates when designing its Assessment and IEP Process. (Page 37)
- Barack Obama Middle School's attendance accounting system will meet the requirements of ~~CUSD and~~ CDE. (Page 45)
- Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state ~~and district~~ standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that all students will demonstrate in each subject area, grade, or skill level. (Page 49)
- Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to ~~CUSD and~~ the California Department of Education (CDE). Administer

all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST); (Page 50)

- BOMS will provide an annual performance report to [CUSDSBE](#). BOMS and ~~District~~[SBE](#) will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. (Page 54)
- The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to [CUSDSBE](#) within the timelines agreed upon by [CUSDSBE](#) and BOMS and made available to the public. BOMS and [CUSDSBE](#) will jointly develop a visitation process to enable [CUSDSBE](#) to gather information needed to validate the school's performance and compliance with the terms of this charter. However, BOMS agrees to and submits to the right of [CUSDSBE](#) to make random visits and inspections in order to carry out its statutorily required oversight. Pursuant to Education Code Section 47604.3 BOMS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the ~~Compton Unified School District~~[State Board of Education](#), and the State Superintendent of Public Instruction. (Page 55)
- While BOMS intends to collaborate and work cooperatively with [CUSDSBE](#), Barack Obama Middle School will operate as a separate legal entity independent of [CUSDSBE](#). Pursuant to Education Code §47604(c), [CUSDSBE](#) in performing its oversight of BOMS as required by Education Code §47604.32, shall not be liable for the debts and obligations of BOMS or for claims arising from the performance of acts, errors, or omissions by the charter school. (Page 56)
- All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by the Charter Schools Act, [CUSDSBE](#) may appoint a voting designee on the Ingenium Schools Board of Trustees. Negotiation and Approval of a Memorandum of Understanding (MOU) or other contracts with [CUSDSBE](#); (Page 58)
- BOMS will update [CUSDSBE](#) of changes to BOMS Board of Trustees. (Page 60)
- The Board of Trustees has engaged an Executive Director to be responsible for administering the school in all of its aspects of its day to day operations, working with BOMS Board of Trustees, [CUSDSBE](#), students, parents, and community members and the other governing bodies specified by local and state law. Liaison with other organizations, such as [CUSDSBE](#) and CDE. (Page 61)
- Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, the ~~Compton Unified School District~~[State Board of Education](#), and the school community. (Page 62)

- Establish and maintain a close working relationship with the ~~Compton Unified School District~~State Board of Education, along with the Executive Director. (Page 64)
- The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, ~~District-SBE~~, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities upon approval by the Principal. (Page 65)
- Employees of ~~CUSD~~SBE who choose to leave the employment of ~~CUSD~~SBE to work in BOMS shall have no automatic rights of return to ~~CUSD~~SBE after employment at BOMS unless specifically granted by ~~CUSD~~SBE through a leave of absence or other agreement of ~~CUSD~~SBE as aligned with the collective bargaining agreements of ~~CUSD~~SBE. A final draft will be provided to ~~CUSD~~SBE for review at least 30 days prior to operation. (Page 77)
- All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by ~~CUSD~~SBE. This Plan shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for ~~District-SBE~~ receipt and review at least 30 days prior to BOMS' opening. (Page 78)
- Barack Obama Middle School will provide ~~CUSD~~SBE with Certificates of Occupancy issued by the City of Compton Department of Building and Safety no later than 20 days prior to the opening of the school. (Page 79)
- DISPUTES BETWEEN BARACK OBAMA MIDDLE SCHOOL AND ~~CUSD~~SBE

To ~~Compton Unified School District~~Director of Charter Schools:

~~Superintendent~~  
~~Compton Unified School District~~  
~~501 S. Santa Fe~~  
~~Compton, CA 90221~~

Director of Charter Schools  
State Board of Education  
1430 N Street, Room 5401  
Sacramento, CA 95814

- Barack Obama Middle School recognizes that the ~~Compton Unified School District~~ State Board of Education may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in this charter, provided that it first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the ~~Compton Unified School District~~ State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto. (Page 81)
- Barack Obama Middle School shall notify CUSD/SBE of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant CUSD/SBE approval rights prior to the expulsion of any such student as well. (Page 85)
- The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the district of the pupil's residence and CUSD/SBE. Such records shall be made available to CUSD/SBE upon request. (Page 91)
- Barack Obama Middle School will be a directly funded charter school. Funds still flowing through CUSD/SBE will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Barack Obama Middle School. Barack Obama Middle School will provide any financial information requested by CUSD/SBE and make its books available to CUSD/SBE during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to CUSD/SBE, in the format required by CUSD/SBE, within time lines specified and clearly communicated by CUSD/SBE each year. (Page 93)
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of BOMS' annual, independent financial audit report for the preceding fiscal year shall be delivered to CUSD/SBE, the State Controller, and the State Department of Education. By September 15, a final unaudited report for the full prior year. The report submitted to CUSD/SBE shall include an annual statement of all BOMS' receipts and expenditures for the preceding fiscal year. Other reports requested by CUSD/SBE. Barack Obama Middle School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from CUSD/SBE and shall consult with CUSD/SBE regarding any inquiries. No coverage shall be provided to BOMS by CUSD/SBE under any of CUSD/SBE's self-insured programs or commercial insurance policies. BOMS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to CUSD/SBE [A.M. Best A-, VII or better] to protect BOMS from claims which may arise from its operations. (Page 94)

- Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the ~~Compton Unified School District~~State Board of Education and the ~~Board of Education of the Compton Unified School District~~ as named additional insured and shall provide specifically that any insurance carried by CUSD/SBE which may be applicable to any claims or loss shall be deemed excess and BOMS' insurance primary despite any conflicting provisions in BOMS' policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of the CUSD/SBE. BOMS shall furnish to CUSD/SBE's Office of Risk Management and Insurance Services within 30 days all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: "The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to CUSD/SBE." Should BOMS 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 CUSD/SBE and its purchase shall be the responsibility of BOMS. (Page 95)
- To the fullest extent permitted by law, BOMS does hereby agree, at its own expense, to indemnify, defend and hold harmless CUSD/SBE and the ~~Board of Education~~ and ~~their-its~~ members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. BOMS further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless CUSD/SBE and the ~~Board of Education~~ and ~~their-its~~ members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's 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 BOMS and their officers, directors, employees or volunteers. The accounting system will meet the requirements of CUSD/SBE and DOE. It anticipates a limited review of the agreements entered into with CUSD/SBE and a review of the Personnel Handbook. (Page 96)
- The school's facilities may be inspected by CUSD/SBE for compliance with State Building Codes, Federal Americans With Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. The Finance Committee will review any audit recommendations or deficiencies and report to the corporation's governing board and CUSD/SBE their plan for resolving deficiencies. The board will report to CUSD/SBE regarding how the excep-

tions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of [CUSDSBE](#). (Page 97)

- In addition, Barack Obama Middle School will compile and provide to [CUSDSBE](#) an annual performance report. Barack Obama Middle School shall promptly respond to all reasonable inquiries and requests for documents from [CUSDSBE](#) and shall consult with [CUSDSBE](#) regarding any inquiries. Furthermore, Barack Obama Middle School will provide any financial information requested by [CUSDSBE](#) and make its books available to [CUSDSBE](#) during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to [CUSDSBE](#) in the format required by [CUSDSBE](#) within timeframes specified by the law or [CUSDSBE](#) each year. The Board will promptly notify [CUSDSBE](#) of the closure and of the effective date of the closure. As applicable, BOMS will provide parents, students and [CUSDSBE](#) 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. BOMS will ask [CUSDSBE](#) to store original records of Charter School students. All records of BOMS shall be transferred to [CUSDSBE](#) upon Charter School closure. (Page 98)
- The audit will be prepared by a qualified Certified Public Accountant selected by BOMS and will be provided to [CUSDSBE](#) promptly upon its completion. (Page 99)
- Barack Obama Middle School shall work diligently to assist [CUSDSBE](#) in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other [DistrictSBE](#)-requested protocol to ensure [CUSDSBE](#) shall not be liable for the operation of BOMS. Further, Barack Obama Middle School and [CUSDSBE](#) shall enter into a memorandum of understanding wherein BOMS shall indemnify [CUSDSBE](#) for the actions of BOMS under this charter. (Page 100)
- By approving this charter, the [Compton Unified School District](#) [State Board of Education](#) will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with [CUSDSBE](#) to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with [CUSDSBE](#) to answer any concerns over this document and to present [CUSDSBE](#) with the strongest possible proposal requesting a five year term to begin operation in September 2010. (Page 101)
- This Employment Agreement (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Board of Trustees (“Board”) of

Ingenium Schools, the governing board for Barack Obama Middle School, a California public charter school approved by the ~~Compton Unified School District~~State Board of Education. Barack Obama Middle School has been established and operates pursuant to Charter Schools Act of 1992, Education Code §47600, et seq. Barack Obama Middle School has been duly approved by the ~~Compton Unified School District~~State Board of Education. (Page 173)

- Barack Obama Middle School is considered a separate legal entity from the ~~Compton Unified School District~~State Board of Education, which granted the charter. The ~~Compton Unified School District~~State Board of Education shall not be liable for any debts and obligations of Barack Obama Middle School, and the employee signing below expressly recognizes that he/she is being employed by Barack Obama Middle School and not the ~~Compton Unified School District~~State Board of Education. (Pages 173-174)