


BARACK OBAMA CHARTER SCHOOL RENEWAL PETITION

APPENDIX A:
SCHOOL CALENDAR

 <p>2014-2015 Calendar/ Calendario</p>																																																							
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APPENDIX B:
SAMPLE SCORING GUIDE AND CAPACITY MATRIX

Sample Scoring Guide

Strand: Reading
Measurement Topic: Expository Comprehension (.02)
LA.03.02.03.01

Score 4.0

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

- Summarizes, and infers deeper meaning from text.

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

Score 3.0

While engaged in expository reading tasks, the learner...

- Recalls facts from a nonfiction text that expands on the main idea of the text.

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...
 - Facts, main idea, nonfiction, summarize.
- Recognizing or recalling isolated details and performing basic processes such as...
 - Recalls information from text.

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.

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Sample Capacity Matrix

Name:		Date Started:		Date Completed:			
Subject:		Level:				Teacher:	
Learning Target: MA.04.01.06.01 Creates different combinations of currency and coins that should not exceed \$100.00 (e.g., trading, adding, subtracting with money) (Colorado Math Standard 3.6.2b, 4.1.1b, 4.1.5b)	1	2	3	4	<i>What is my evidence? I can show what I know</i>	Teacher Sign off/Date	
	Emerging	Partially Proficient	Proficient	Advanced			
	 I need help.	 I think I can.	 I can do it!	 I can explain it to a friend.			
I can create combinations of currency and coins that do not exceed \$100.00							
I can add combinations of currency and coins that do not exceed \$100.00							
I can trade combinations of currency and coins that do not exceed \$100.00							
I can make change using combinations of currency and coins not exceeding \$100.00							
Score 4 -							

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**APPENDIX C:
SAMPLE LESSON PLANS**

**PRACTICE ASKING QUESTIONS ABOUT TEXT
AND MAKING PREDICTIONS
Kindergarten****Objective:**

Students will practice asking questions about text and using pictures and context clues to make predictions about story content.

Standards:**Reading Comprehension**

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information in texts.
- 2.4 Ask and answer about essential elements of a text.

Literary Response and Analysis

- 3.3 Identify characters, settings, and important events.

Anticipatory Set:

Teacher shows students the book, *Annabelle Swift, Kindergarten*, reads the title and shows them the first few pages. “Do you have any idea what this story is about from just looking at the first pictures?” Teacher reminds the students that good readers often browse before they read to get an idea of what the story is about.

Purpose:

“Remember that an important purpose for reading is to find out information. Listen carefully to find out if Lucy has good advice for Annabelle.”

Input:

“This week we will read *Annabelle Swift, Kindergarten*. We will make predictions about what we think will happen to Annabelle. Next week we will read the story again and see if our predictions were correct.”

Modeling:

Teacher will read the beginning of the story and model the Comprehension Strategies of asking questions and predicting as outlined in the Open Court Reading and Responding section. Teacher will model filling in a chart to record the first prediction.

Check for Understanding:

The teacher asks a student to model asking questions for the class. Teacher asks, “What do we do when we predict what will happen?”

Guided Practice:

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Teacher will read the story helping children ask questions and make predictions. As predictions are made, teacher will chart them on sentence strips. On the second reading, teacher will guide students in confirming their predictions. Students will place a happy face on predictions confirmed and an unhappy face on predictions not confirmed.

Independent Practice:

Students will tell the teacher and aide what they thought would happen to them as they prepared to begin Kindergarten this year. Teacher will write what they had predicted would happen to them and what happened. Students will place a happy face on confirmed predictions and an unhappy face on non-confirmed predictions.

Closure:

Students will compare their first day of Kindergarten with Annabelle's.

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PRACTICE CONSTRUCTING AN INFORMATION MAP
First Grade**Objective:**

Students will construct an information map or maps about animals.

Standards:**Reading Comprehension:**

- 2.2 Respond to who, what, when, where, and how questions.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

Anticipatory Set:

“Would you like to be the author of your very own information book answering your questions about your favorite animal?”

Purpose:

“We will read a selection and learn more about raccoons.” Teacher will invite students to supply questions about raccoons they want to have answered. The teacher will chart questions and tell students that they will return to these questions after reading the selection.

Input:

“We will be using an information map to answer questions about animals. We will write the name of the animals in a large box and write facts about the animals in smaller boxes.” The teacher will draw a rectangular box on the chalkboard with spokes coming out of the bottom and draw three or four smaller boxes beneath it.

Modeling:

“This week we will read a selection about raccoons in our *Open Court Big Book, Animals*. When we finish the selection, we will complete our information map on raccoons.”

Check for Understanding:

Teacher will ask students what kinds of information they will write on the information map. Students will understand that the large box has the name of the animal and the small boxes have the facts about the animal.

Guided Practice:

The teacher reads the selection modeling *Asking Questions* Comprehension Strategies. The teacher leads students in a discussion of the selection and reviews the questions the children had and asks which questions were answered as the children read the selection. The teacher will ask students what the selection was about and write the answer (baby raccoons or how babies find food) in the big box. The teacher will then ask for details and write them in the small boxes.

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Independent Practice:

Students will write the information map on raccoons in their Writing Journals. Teacher will tell students that their mission is to construct an information map about an animal they choose after they have answered questions about the animal.

Closure:

Students will share their information map with a partner.

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**PRACTICE RECOGNIZING CAUSE AND EFFECT
RELATIONSHIPS IN A TEXT
Second Grade****Objective:**

Students will recognize cause and effect relationships in a text.

Standards:**Reading Comprehension:**

- 2.4 Ask clarifying questions about essential textual elements of exposition.
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

Anticipatory Set:

Teacher asks: “When the bell rings for recess, what do we do?”

Purpose:

Teacher will remind students that a cause makes something happen. What happens in an effect? “Lining up to go to recess is the effect and the bell ringing was the cause.”

Input:

We will review our *Open Court* expository article, *What Color is Camouflage*, today and practice identifying things that happen and what makes them happen.

Modeling:

“This week when we read *What Color is Camouflage?*, we looked at facts and details to clarify and answer some of our questions.” Using a Cause and Effect graphic organizer, teacher models writing the cause and effect for the bell ringing and lining up for recess. The teacher gives the example, “A mother cat meows and her kittens come running. Her meow causes the kitten to come running, which is the effect.” Teacher fills in information on the chart.

Check For Understanding:

The teacher asks the students to give examples of something happening and what causes it to happen. Students can identify where to chart the action and what causes it to happen.

Guided Practice:

The teacher will guide students through cause and effect practice in the comprehension skills section of the teacher guide to *Open Court*. Using the graphic organizer, teacher continues to chart responses.

Independent Practice:

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Students will complete the practice section for Cause and Effect in their Reading and Writing Workbooks.

Closure:

Students will write their own sentence that shows a cause and effect. They will draw an illustration for the picture.

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Practice Identifying Story Elements Using a Lotus Diagram
3rd Grade**Objective:**

Students will practice identifying story elements using a Lotus Diagram.

Standards:**Reading Comprehension:**

- 2.6 Demonstrate comprehension by identifying answers in the Text.
- 2.7 Extract appropriate and significant information from the Text, including problems and solutions.

Literary Response and Analysis:

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and by how the author portrays them.
- 3.4 Determine the underlying theme or author's message in a fictional text.

Anticipatory Set:

Teacher asks students: "Can you remember the Elements of a story that we try to identify whenever we read a story?"

Purpose:

"We will be reviewing these today and practicing identifying them in a story."

Input:

"We will be using a Lotus Diagram to write down all of our information. We will write about the characters, setting, problem and solution, the beginning, middle and ending of the story, and theme."

Modeling:

"This week we read the story Cinderella in our Open Court book. Let's talk about the story elements for that book and write them on the Lotus Diagram on the board." The

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teacher models for the box about the characters and the setting, listing information from the story in each box.

Check for Understanding:

The teacher asks the students what kind of information they will write on the Lotus Diagram. Students will understand that each box is like a question about the story and they must answer it with details from the story.

Independent Practice:

Students will fill in the Lotus Diagram.

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**PRACTICE WRITING SUMMARIES OF A READING
SELECTION
Fourth Grade****Objective:**

Students will write summaries of a reading selection focusing on the main idea and most significant details using a Lotus Diagram for reference.

Standards:**Literary Response and Analysis:**

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Writing Applications:

- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Anticipatory Set:

"Do you remember how to identify main ideas and supporting details in a story?"

Purpose:

"We will use information from the Lotus Diagram we completed on the Sarah Plain and Tall in our OCR Book to write summaries focusing on main ideas and most significant details."

Input:

"As we review Sarah Plain and Tall and the information on our Lotus Diagram, we will identify the main events of the past, their causes and the influence of each event to help us write our summaries."

Modeling:

At the beginning of our story Caleb questions Anna about his mother. Many things are said in this conversation and some things Anna thinks but does not say. Teacher models by charting the event and details explaining that we will look back at each event in the story and the details of the event.

Check for Understanding:

The teacher asks the student what kind of information they will chart to prepare for the writing of their summaries. Students will understand that each major event will have its

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specific details as they progress through the story. These events and their causes influence future events.

Guided Practice:

Students work in small groups of four reading the story and developing their charts. Volunteer groups share and chart their ideas on the class chart started by the teacher.

Independent Practice:

Using their Lotus Diagrams and Main Event / Details Charts, each group will write a summary of Sarah Plain and Tall.

Closure:

Each group will share their summaries with the class.

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**Drivers and Preventers Lesson Plan for a Unit on the American Revolution
Grade 5****Objective:**

Students will utilize the Drivers and Preventers quality tool to demonstrate their understanding of the American Revolution and review for a test.

Standards:**Social Studies:****5.6 Students understand the course and consequences of the American Revolution.**

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Anticipatory Set:

Teacher asks students if it was easy for the Revolutionary Army to win the war.

Input:

- Class discusses the fact that there were things that helped the Revolutionary Army, but also things that worked against them.
- Teacher introduces the drivers and preventers tool, and writes the goal "Revolutionary Army winning the American Revolution" at the top of the chart.

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- Teacher explains that drivers are things that helped them meet their goal of winning the war and preventers are things that worked against them.

Modeling:

- The teacher says, “One thing that helped the Revolutionary Army win the revolution was their victory at Valley Forge.” The teacher writes this on the side of the chart that says drivers.
- The teacher then models an example for the preventers side of the chart, such as the British invading the south and capturing Savannah, GA.

Guided Practice:

- The students provide examples to add to the chart and the teacher asks the class which side of the chart they belong on.
- The students work in groups to complete their own Drivers and Preventers chart. They can use their books as a resource.

Check for Understanding:

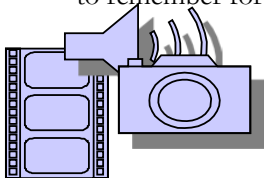
- The teacher checks in with each group to see that their ideas are on target and that they understand the concept of Drivers and Preventers.
- Using a round robin method each group will share out ideas to add to the classroom chart until all ideas have been shared.

Independent Practice:

- Students are given another Drivers and Preventers Chart that has the goal “The British beating the Revolutionary Army” written at the top of the chart. The teacher explains that looking at the war from the opposite perspective also helps to identify key battles and things that affected the war.
- Students begin this chart in class and complete it independently for homework.

Closure:

- Share with your partner something that you learned today that you feel you need to remember for the test.



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**APPENDIX D:
PERSONNEL HANDBOOK**

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APPENDIX E: SEXUAL HARRASSMENT COMPLAINT

It is the policy of Ingenium Schools that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that Ingenium Schools may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of Ingenium Schools, you may file this form with a Principal, the President, or the Board President.

Please review Ingenium Schools' policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

Ingenium Schools will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Ingenium Schools will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Ingenium Schools will need to disclose portions of your factual allegations to potential witnesses including anyone you have identified as having knowledge of the facts on which you are basing your complaint as well as the alleged harasser.

In signing this form below, you authorize Ingenium Schools to disclose to others the information you have provided herein and information you may provide in the future. Please note that the more detailed information you provide the more likely it is that Ingenium Schools will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by Ingenium Schools both because of the harm caused to the person harassed and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

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List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____
Signature of Complainant

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Print Name

Received by: _____ Date: _____

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APPENDIX F: COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):
_____Name of Person(s) you have a complaint against:
_____List any witnesses that were present:
_____Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by School:

Received by: _____ Date: _____

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**APPENDIX G:
HEALTH AND SAFETY PLAN**

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APPENDIX H:
STUDENT REGISTRATION FORM

Barack Obama Charter School

New Student Registration Form

2014-2015

**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= MaleStudent is applying for grade: (Check one only) ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

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

☐ Vietnamese ☐ Other: _____

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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*)

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☐ Other: _____English Proficiency of the student: *(Check one only)*☐ 1633 = Native English Speaker☐ 1634 = Fluent English Speaker☐ 1635 = Non-English speaking☐ 1636 = Re-designated as fluent English proficient☐ 1637 = Status Unknown☐ 2349 = Limited English proficient/English LearnerPrimary language spoken at home *(Check one only)*:☐ Arabic☐ French☐ Hindi☐ Persian☐ Spanish☐ Cantonese☐ French
Creole☐ Italian☐ Polish☐ Tagalog☐ Chinese (non
Cantonese)☐ German☐ Japanese☐ Portuguese☐ Urdu☐ English☐ Greek☐ Korean☐ Russian☐ Vietnamese☐ 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

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- ☐ 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)
- ☐ 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 = Other 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*)

- | | |
|---------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> 2121 = Autistic/Autism | <input type="checkbox"/> 2122 = Deaf-blindness |
| <input type="checkbox"/> 2123 = Hearing impairment | <input type="checkbox"/> 2124 = Mental retardation |
| <input type="checkbox"/> 2125 = Multiple disabilities | <input type="checkbox"/> 2126 = Orthopedic impairment |
| <input type="checkbox"/> 2127 = Emotional Disturbance | <input type="checkbox"/> 2128 = Specific learning disability |
| <input type="checkbox"/> 2129 = Speech or language impairment | <input type="checkbox"/> 2130 = Traumatic brain injury |
| <input type="checkbox"/> 2131 = Visual impairment | <input type="checkbox"/> 2132 = Other health impairment |

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☐ 2133 = Deafness☐ 2134 = Developmental delay☐ 2135 = Infants and Toddlers with disabilities☐ 9998 = NoneDoes the student have an active Individual Educational Plan (IEP)? ☐ Yes ☐ NoDoes the student need 504 accommodations requiring modification? ☐ Yes ☐ NoHow far is the school from your home? . (Approximate distance in miles)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 = NoIs there Internet access at home? ☐ 0002 = Yes ☐ 0232 = NoIs there a quiet place for the student to study at home? ☐ 0002 = Yes ☐ 0232 = NoWas 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
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<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 st 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 nd Grade	<input type="checkbox"/> 1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 rd 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 th Grade	<input type="checkbox"/> 1054 = Master's degree (e.g. MA, MS, M.Ed, MSW, MBA.)	<input type="checkbox"/> 2409 = H.S. equivalency (e.g. GED)
<input type="checkbox"/> 0794 = 5 th Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0795 = 6 th Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0796 = 7 th Grade	<input type="checkbox"/> 1057 = Doctoral degree (e.g. Ph.D, Ed.D)	
<input type="checkbox"/> 0798 = 8 th Grade		
<input type="checkbox"/> 0799 = 9 th Grade		
<input type="checkbox"/> 0800 = 10 th Grade		
<input type="checkbox"/> 0801 = 11 th Grade		
<input type="checkbox"/> 1044 = H.S. diploma		
<input type="checkbox"/> 1809 = 12 th 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 1201325-120380 (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:

Serious illness(es):

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Currently taking medication?

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 may 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: _____

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 BOCS is authorized to contact in the event of an emergency:

Name

Telephone Number

_____	_____
_____	_____
_____	_____

If BOCS 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 BOCS of any changes regarding the information on this form.

Parent/Guardian Signature: _____ Date: _____

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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: _____

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 BOCS is authorized to contact in the event of an emergency:

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Name

Telephone Number

_____	_____
_____	_____
_____	_____

If BOCS 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 BOCS 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

Contact Phone

Relationship

_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Guardian Signature: _____ Date: _____

END of Parent/Guardian Information

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**APPENDIX I:
BUDGET**

BUDGET ASSUMPTIONS

2014-15

Revenues

- Project student enrollment of 344. Average Daily Attendance (ADA) of 326.8 (95% attendance rate)
- According to SSC Estimated LCFF Funding, assume \$6,452 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).
- Federal and State Child Nutrition are based on current funding for school.
- Title I, Part A award of \$118,041 towards the end of the fiscal year. Increase in the outgoing years is increased relevant to enrollment.
- State Lottery funds of \$50,327.
- IDEA Federal Revenue of \$44,529 (based on El Dorado SELPA rates). AB602 Special Education Revenue of \$146,471. Increase is relative to increase in enrollment.
- Ingenium Schools has a \$1.3M line of credit from its bank, Pacific Western Bank. This amount has not been included in the budget or cash flow; however, is available to Barack Obama Charter School, if needed.

Expenditures

- Average certificated teacher salaries will be \$44,945. There will be 14 full-time, credentialed teachers.
- Increase in certificated staff is based on enrollment in the outgoing years. Classified staff will remain the same.
- All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
- Instructional materials and supplies of \$19,054.

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- Rental/Leases (5600) is based on Prop 39 facilities use expenses currently incurred by Barack Obama Charter School of \$201,106.
- No capital expenditures as this is a Prop 39 site.
- Consulting services (5800) of \$39,000.
- Audit and Legal Services (5805) of \$4,000.
- Non-capitalized furniture budgeted for \$27,389.
- 6% of revenues paid to the CMO (Ingenium Schools) each year. Business service provider expense will be absorbed by Ingenium Schools.
- No Special Education contribution (7010) since revenues reflect the net of the school's encroachment.
- Health and Welfare benefits calculation is based on the schools contribution cap of \$504/mo. per eligible employee. Excess of this amount is an employee contribution.
- Health and Welfare benefits increase by 5%.
- No inflation rate increases on non-payroll expenses until 2016-17.

2015-16

Revenues

- Project student enrollment of 372. Average Daily Attendance (ADA) of 353.4 (95% attendance rate)
- According to SSC Estimated LCFF Funding, assume \$7,668 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).
- Federal and State Child Nutrition are based on current funding for school and increased based on enrollment.
- Assume Title I, Part A award of \$127,649.
- State Lottery funds of \$54,424.

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- IDEA Federal Revenue of \$48,154 (based on El Dorado SELPA rates). AB602 Special Education Revenue of \$158,393. Increase is relevant to increase in enrollment.

Expenditures

- Salary increases of 3%.
- Average certificated teacher salaries will be \$46,213. There is an additional credential teachers during this year, increasing the total count 15.
- Increase in certificated staff is based on enrollment in the outgoing years. Classified staff will remain the same.
- All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
- Addition of one educator (\$45k) and proportional H&W benefits increases
- Rental/Leases (5600) is based on Prop 39 facilities use expenses increased proportionate to enrollment.
- Most services (5000) expenses increase relative to enrollment in this and future years.
- No Special Education contribution (7010) since revenues reflect the net of the school's encroachment.
- Health and Welfare benefits increase by 5% and the cost of the additional eligible employees.
- No inflation rate increases on non-payroll expenses until 2016-17.

2016-17

Revenues

- Project student enrollment of 400. Average Daily Attendance (ADA) of 380 (95% attendance rate)
- According to SSC Estimated LCFF Funding, assume \$7,668 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).

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- Federal and State Child Nutrition are based on current funding for school and increased based on enrollment.
- Assume Title I, Part A award of \$137,257.
- State Lottery funds of \$58,520.
- IDEA Federal Revenue of \$51,788 (based on El Dorado SELPA rates). AB602 Special Education Revenue of \$170,315. Increase is relevant to increase in enrollment.

Expenditures

- Salary increases of 3%.
- Average certificated teacher salaries will be \$47,600. No change in full-time credentialed teachers.
- All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
- Rental/Leases (5600) is based on Prop 39 facilities use expenses increased proportionate to enrollment.
- Revenues paid to the CMO (Ingenium Schools) increased relevant to enrollment. Business service provider expense will be absorbed by Ingenium Schools.
- No Special Education contribution (7010) since revenues reflect the net of the school's encroachment.
- Health and Welfare benefits increase by 5% and the cost of the additional eligible employees.
- Non-payroll expenses increased by 3% inflation rate.

RESERVE FOR ECONOMIC UNCERTAINTY

Barack Obama Charter School will maintain a reserve for economic uncertainty equivalent to at least 5% of expenditures in all fiscal years.

MODEL SENSITIVITIES

Barack Obama Charter School's budget is most sensitive to:

- 1) The amount of the principal apportionment.

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- 2) Average Daily Attendance.
- 3) Certificated teacher salaries.
- 4) Facility costs.

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**APPENDIX J:
A DAY IN THE LIFE OF A STUDENT**

**A DAY IN THE LIFE OF A FOURTH GRADE STUDENT
AT BARACK OBAMA CHARTER SCHOOL**

This scenario illustrates a day in the life of Miguel Saucedo, a fictional fourth grade student at Barack Obama Charter School. It is told from Miguel's perspective.

At 7:50, 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 student goal folder on my desk. My first class is English Language Arts.

Janice Cota, our class goal monitor for the day, is entering the number of students who are sitting quietly and prepared to work in the class goal folder. 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.

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 fruit smoothie 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 student goal folders out because it's Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English Language Arts teacher, has a big smile on her face, so I know we did well. 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 planned in the reading section of my student goal folder. I wrote an action plan for what I am going to do to catch up with the rest of the class. The Plan, Do, Check, Adjust template helped me write my action plan. 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.

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We separated into four groups. Three of the groups 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.

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 “(m)ultiply 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.

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APPENDIX K:
BOARD AND KEY STAFF MEMBER RÉSUMÉS

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APPENDIX L:
PRESIDENT 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"> • Occupied with routine matters of budget and facilities, etc. • Rarely seeks new information • Lack of vision, systems- perspective, deployment skills, agility 	<ul style="list-style-type: none"> • Handles routine matters • Expressed concern for poor student achievement • Seldom engages in dialogue with colleagues or stakeholders to ascertain needs • Fails to enlist partners 	<ul style="list-style-type: none"> • Enlists support personnel to assist with routine tasks • Attempts to stay current by attending seminars, conferences, legislative fly-ins, reading journals, etc. • Conducts routine meetings with some staff and stakeholders 	<ul style="list-style-type: none"> • Seeks means of additional revenue for the purpose of expanding projects, programs for student achievement • Proactively researches trends in educational leadership, incorporates many ideas into plans • Organizational activity is learning-centered 	<ul style="list-style-type: none"> • Innovative and obtains additional revenue • Applies current research and best strategies in moving all stakeholders through improvement process • Realizes future needs with agility • Shares knowledge, information, data, and resources consistently 	<ul style="list-style-type: none"> • Recipient of grant and foundation funding • Consistently articulates visionary leadership and district mission which is clear to all stakeholders • Strategic planning is systematic and ongoing with stakeholder input • Acknowledges, supports, values, and celebrates stakeholder involvement • Possesses a keen focus on the future for results • Expands the system beyond the primary organization • Conducts an annual self-assessment

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

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**APPENDIX M:
EMPLOYMENT AGREEMENT**

EMPLOYMENT AGREEMENT FOR:

**Teacher
Between**
Ingenium Schools

**And
[Employee]**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and Ingenium Schools. Ingenium Schools Board desires to hire employees who will assist Barack Obama Charter School’s Principal in achieving the goals and meeting the requirements of Barack Obama Charter School’s charter. The parties recognize that Barack Obama Charter School is not governed by the provisions of the California Education Code except as expressly set forth in ICS 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 Charter School.

WHEREAS, Barack Obama Charter 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 Charter School has been established and operates pursuant to ICS Act of 1992, Education Code §47600, et seq. Barack Obama Charter School has been duly approved by the Compton Unified School District. A copy of Barack Obama Charter School’s charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code §47604, Barack Obama Charter 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 Charter 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 Charter School, and the employee signing below expressly recognizes

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that he/she is being employed by Barack Obama Charter School and not the Compton Unified School District.

3. Pursuant to Education Code §47610, Barack Obama Charter 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 Charter School shall be deemed the exclusive public school employer of the employees at Barack Obama Charter School for purposes of Government Code §3540.1.

B. *Employment Terms and Conditions*

1. DUTIES

Employee will perform such duties as Barack Obama Charter School may reasonably assign and Employee will abide by all Barack Obama Charter School's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Barack Obama Charter School's charter.

Employee duties may be amended from time to time in the sole discretion of Barack Obama Charter School. The employee will be employed as a Teacher with the following general duties:

2. WORK SCHEDULE

The work schedule for this position shall be:

Weekly work hours: 7:45-4:30

Start/End Dates: 8/26/13 - 6/30/14

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 Charter School.

3. COMPENSATION

The total compensation for the term of the contract will be \$~~x~~ on an annualized basis, paid in either 10 or 12 monthly installments.

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4. EMPLOYEE BENEFITS

Employee will be entitled to participate in designated employee benefit programs and plans established by Barack Obama Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Barack Obama Charter School.

5. EMPLOYEE RIGHTS

Employment rights and benefits for employment at Barack Obama Charter School shall only be as specified in this Employment Agreement, Barack Obama Charter School's charter, the Charter Schools Act, and Barack Obama Charter School's personnel policies, which from time to time may be amended and modified by Barack Obama Charter 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 Charter 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 Charter School may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at Barack Obama Charter School's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Barack Obama Charter 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 Charter School. No one other than the Board of Ingenium Schools

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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 Charter School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Barack Obama Charter School’s policy on Evaluation/Reviews.

D. General Provisions

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 Charter School on the terms specified herein.
2. All information I have provided to Barack Obama Charter School related to my employment is true and accurate.
3. A copy of the charter is attached hereto.

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4. This is the entire agreement between Barack Obama Charter 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 Charter School Approval:

Authorized Barack Obama Charter School Representative

Dated:_____

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APPENDIX N:
BYLAWS AND ARTICLES OF INCORPORATION
