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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Appendix 01 - Theory of Action

- OP SBAC Comparison Data - ELA and Math
- OP 2018-19 LCAP Executive Summary
- OP 2018-19 Local Control & Accountability Plan

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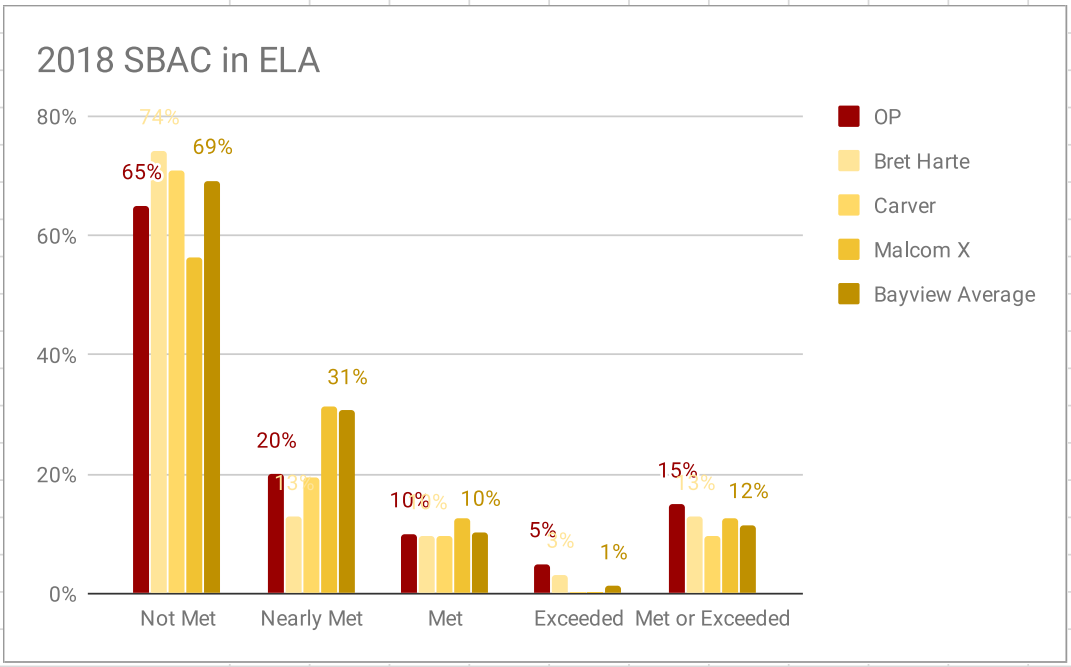
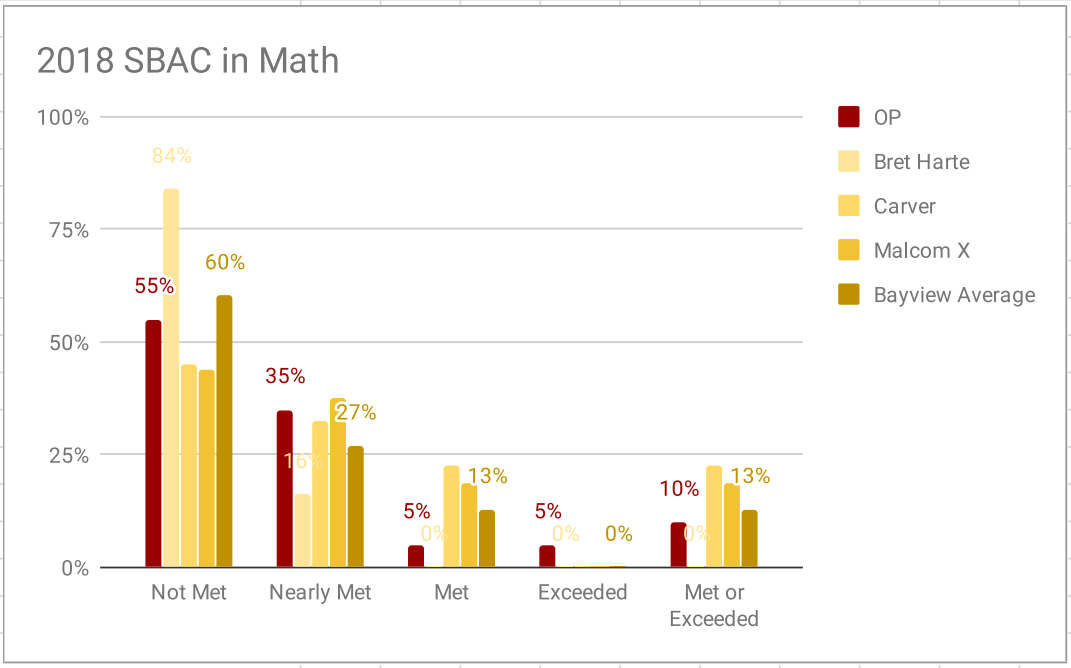
SBAC in ELA	2017-18										
	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4		Total
One Purpose - 3rd Grade	#	%	#	%	#	%	#	%	#	%	Tested
Overall	13	65%	4	20%	2	10%	1	5%	3	15%	20
Low-income	11	61%	4	22%	2	11%	1	6%	3	17%	18
African American	7	58%	3	25%	1	8%	1	8%	2	17%	12
Bret Harte - 3rd Grade	#	%	#	%	#	%	#	%	#	%	Tested
Overall	23	74%	13	13%	3	10%	1	3%	4	13%	31
Low-income	18	69%	4	15%	3	12%	1	4%	4	15%	26
African American		-%		-%		-%		-%		-%	
Carver - 3rd Grade	#	%	#	%	#	%	#	%	#	%	Tested
Overall	22	71%	6	19%	3	10%	0	0%	3	10%	31
Low-income	20	69%	6	21%	3	10%	0	0%	3	10%	29
African American	10	67%	3	20%	2	13%	0	0%	2	13%	15
Malcolm X - 3rd Grade	#	%	#	%	#	%	#	%	#	%	Tested
Overall	9	56%	5	31%	2	13%	0	0%	2	13%	16
Low-income	9	60%	5	33%	1	7%	0	0%	1	7%	15
African American		-%		-%		-%		-%		-%	
Bayview AVG - 3rd Grade	#	%	#	%	#	%	#	%	#	%	Tested
Overall	54	69%	24	31%	8	10%	1	1%	9	12%	78
Low-income	47	67%	15	21%	7	10%	1	1%	8	11%	70
African American	10	67%	3	20%	2	13%	0	0%	2	13%	15
2018 SBAC in ELA	Not Met	Nearly Me	Met	Exceeded	or Exceeded						
OP	65%	20%	10%	5%	15%						
Bret Harte	74%	13%	10%	3%	13%						
Carver	71%	19%	10%	0%	10%						
Malcom X	56%	31%	13%	0%	13%						
Bayview Average	69%	31%	10%	1%	12%						



SBAC in Math	2017-18									
	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
One Purpose - 3rd Grade	#	%	#	%	#	%	#	%	#	%
Overall	11	55%	7	35%	1	5%	1	5%	2	10%
Low-income	9	50%	7	39%	1	6%	1	6%	2	11%
African American	6	50%	5	42%	1	8%	0	0%	1	8%
Bret Harte - 3rd Grade	#	%	#	%	#	%	#	%	#	%
Overall	26	84%	5	16%	0	0%	0	0%	0	0%
Low-income	22	85%	4	15%	0	0%	0	0%	0	0%
African American		-%		-%		-%		-%		-%
Carver - 3rd Grade	#	%	#	%	#	%	#	%	#	%
Overall	14	45%	10	32%	7	23%	0	0%	7	23%
Low-income	13	45%	9	31%	7	24%	0	0%	7	24%
African American	7	47%	4	27%	4	27%	0	0%	4	27%
Malcolm X - 3rd Grade	#	%	#	%	#	%	#	%	#	%
Overall	7	44%	6	38%	3	19%	0	0%	3	19%
Low-income	7	47%	5	33%	3	20%	0	0%	3	20%
African American		-%		-%		-%		-%		-%
Bayview AVG - 3rd Grade	#	%	#	%	#	%	#	%	#	%
Overall	47	60%	21	27%	10	13%	0	0%	10	13%
Low-income	42	60%	18	26%	10	14%	0	0%	10	14%
African American	7	47%	4	27%	4	27%	0	0%	4	27%

2018 SBAC in Math	Not Met	Nearly Me	Met	Exceeded	or Exceeded
OP	55%	35%	5%	5%	10%
Bret Harte	84%	16%	0%	0%	0%
Carver	45%	32%	23%	0%	23%
Malcom X	44%	38%	19%	0%	19%
Bayview Average	60%	27%	13%	0%	13%



Local Control and Accountability Plan

Executive Summary

June 11, 2019

2018-19

Objectives:

- Ensure understanding of the Local Control and Accountability Plan (LCAP) and its role as an accountability measure for OnePurpose, as well as the California School Dashboard
- Review stakeholder engagement efforts
- Report on performance against projected outcomes, actions, measures, and expenditures as written in the 2018-19 LCAP
- Review adjustments made, as needed, for 2019-20 LCAP

LCAP Overview:

- The Local Control and Accountability Plan (LCAP) is a strategic plan that is required for all Local Education Agencies (LEAs) in California. As a charter school, OnePurpose is an LEA.
- The LCAP must be aligned to eight state priorities, which cover basic services, academics, and school culture. The LCAP must include certain measures to evaluate performance, but may also have local indicators. Many of these indicators are also reflected in the new California Dashboard.
- Schools receive extra funding based on the number of language learners, foster youth, and children living in poverty that they serve. They must describe how they are using these funds to increase services for these students, which can be done in a “schoolwide” manner for schools like OP that serve high concentrations of students within these subgroups.

California School Dashboard Overview:

- California recently adopted a new accountability instrument, called the California School Dashboard. This serves a purpose similar to the previous Academic Performance Index (API) and Rankings.
- Schools serving TK through 5th grade are evaluated against the following measures:
    - English Language Arts and Math proficiency, as measured by the SBAC
    - Suspension Rate
    - Chronic Absenteeism Rate (percent of students who miss 10% or more of school days)
- Ratings are given for both status (where the school is at) and growth (how the status has changed since the previous year) using what is called the “five by five table.” Together, these determine a color code for the school in each area that ranges from red, orange, yellow, green, or blue.

Goal 1: Rigorous, Engaging, Standards-aligned Curriculum

Plan of Action	S&C Allocations
• Academic program that represents a **broad course of study**, including English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development. • **Curriculum maps and unit plans** for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS • 20 days of **professional development** yearly before, during, and after the school year, including ELD • **Baseline, formative, and summative assessments** in alignment with CCSS, CSS, NGSS, and ELDS standards.	Instructional Aides • $180,000

Highlights on Progress

- **Broad Course of Study** - OP continued it's core curriculum offerings of English, Mathematics, Science and Engineering, and Social Studies, as well as Integrated and Designated English Language Development and Spanish. Due to an unexpected mid-year faculty departure, the enrichment program was shifted. Previously physical education and the arts were taught in an integrated program through Capoiera. This shifted mid-year to a more traditional physical education program.
- **Standards Aligned Curriculum** - OP continued to root its English Language Arts program in the workshop model, using Zoophonics to support Phonics development, Lucy Calkins Reading and Writing Workshops, and the Jan Richardson Model to support Guided Reading. A new math curriculum was piloted, based on the materials developed and used at Rocketship (and some of these were used in ELA as well). Social Studies and Science and Engineering were taught through Project Based Learning Units. The Rocketship resources were determined to not be a fit for our school and student population. A comprehensive curriculum adoption will take place for 2019-20.
- **Professional Development** - Teachers received professional development before, during, and after the school year with 15 pupil free days and weekly early releases (three hours) to support new inputs, ongoing support in implementation, collaboration, and conferencing. The number of days was reduced from 20 to 15 based on teacher feedback in 2017-18, as the extra days extended the school year past the last of school for the neighborhood schools, which caused challenges with morale and attendance.
- **Assessments** - OP continued its use of classroom-based assessments, including guided reading logs, to provide ongoing data to inform instruction. The Fountas and Pinnell Reading Assessment and the NWEA Measures of Academic Progress were used to provide benchmark data, in turn measuring rates of growth for students as well as overall proficiency. On the NWEA, 46% of students grew their percentile ranking in ELA and 54% in Math.

School - ELA

Percentile Growth	#	%	# in each bucket	% in each bucket
< -25	6	5%	34	30%
-25 to -10	18	16%		
-10 to -5	10	9%		
-5 to 0	33	29%	48	42%
0 to 5	15	13%		
5 to 10	10	9%	33	29%
10 to 25	17	15%		
>25	6	5%		

School - Math

Percentile Growth	#	%	# in each bucket	% in each bucket
< -25	5	4%	23	20%
-25 to -10	10	9%		
-10 to -5	8	7%		
-5 to 0	35	31%	50	44%
0 to 5	15	13%		
5 to 10	10	9%	41	36%
10 to 25	17	15%		
>25	14	12%		

	Target	2015-16	2016-17	2017-18	2018-19
Percent of students at grade level in Reading	**80.0% or +1%**	75.0%	70%	60%	60%
Percent of students Met or Exceeded in ELA on SBAC	**80.0% or +5%**	n/a	n/a	10%	TBD (Fall 2019)
Percent of students Met or Exceeded in Math on SBAC	**80.0% or +5%**	n/a	n/a	15%	TBD (Fall 2019)
Average rating of Learning and Assessment (Dimension 6) on SCAI	-	-	-	-	-
- Staff	**4.0 or +1%**	4.10	4.09	3.56	3.05
- Families	**4.0 or +1%**	4.64	4.82	4.52	3.93
- Students (3rd Grade)	**4.0 or +1%**	n/a	n/a	4.42	3.33
Percent of ELLs making Annual Progress	**75% or +1.5%**	n/a	TBD	TBD	TBD (Fall 2019)

Next Steps

- **Curriculum** - A team of faculty, Board Members, and external advisors are in the final stages of evaluating curriculum options to increase standards-alignment in the 2019-20 school year, as well as cohesion across the grade levels. The current front runners for adoption are Great Minds (EngageNY) in ELA, Eureka Math (EngageNY) in Math, Mystery Science in Science, and Studies Weekly in Social Studies.
- **Assessments** - A team of faculty, Board Members, and external advisors are in the process of evaluating assessment measures to determine if FPRA and NWEA are continuing to provide the right data or if another data system, such as working with Achievement Network (ANet) should be explored. A key piece of this consideration is determining how much to take on in terms of change in a given year.

State Dashboard

OP Met the Standard for the following categories:

- Basics: Teachers, Instructional Materials, Facilities
- Access to a Broad Course of Study
- Implementation of Academic Standards

In terms of English Language Arts and Math, OP has yet to have two years of available data and as such does not have a “Color” ranking in these areas. OP had 3rd graders for the first time in 2017-18, so won;t have

two years of data until the completion of 2018-19. In addition, the initial cohort size was very small for this class and as such data should be reviewed with that caution in mind. There were only two subgroups that had 11 students or more and therefore have public data.

Goal 2: Professional Learning Community

Plan of Action	S&C Allocations
• **Rigorous hiring process**, that encourages and solicits applications from educators who reflect the diversity of our students and families. • 20 days of **data-driven professional development** before, during, and after the school year • **Professional Development Plans (PDPs)** for all staff, identifying specific goals they are working on to advance their practice, with observation and coaching to support goal achievement. • **Regular walkthroughs** of the school facilities as well as classroom instruction, to gather data on teacher practice, curriculum quality, and facility state of repair. • **Annual survey** of students, families, and staff that investigates quality of teachers, program, and facility. • Annual **analysis of data from surveys and walkthroughs** to identify new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.	Summer Professional Development • $45,000 Instructional Coach • $85,000

Highlights on Progress

- **Rigorous Hiring Process** - OP started the year fully staffed, overcoming a challenge from previous years of teachers accepting positions and then backing out last minute when they could not find housing. This said, OP had an unexpected departure of its CEO over the summer which led to instability at the school. In addition, the Head of School had to step back into an Instructional Coach position due to health reasons. This instability resulted in turn over of staff at a rate not seen in the previous three years of the school's existence. The Founding Assistant Principal was promoted to take over as Principal and an experienced Superintendent has been hired on a six month consultant basis to support with stabilizing the school again and providing forward momentum.
- **Professional Development** - All staff received professional development through 15 days of dedicated time before, during, and after the school year and through weekly early release time of three hours a week. As noted in Goal 1, the number of days was reduced from 20 to 15 based on faculty input from 2017.18. Areas of focus were as follows:
    - Summer: Classroom Management, Understanding By Design, Systems and Routines, ISE (SPED) Processes, Curricular Overviews
    - Fall: Culture and Climate, Guided Reading, Unit Overviews, Positive Behavior Intervention Systems (PBIS)
    - Spring: Assessment Data Analysis, Project Based Learning (PBL)
- **Walkthroughs** - Instructional Rounds were initiated, bringing in key leaders from across the Bay Area (including seasoned Principals and Superintendents) to observe instruction and program and provide guidance on action steps to move forward.
- **Annual Survey** - The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.
- **Analysis of Data** - A team of faculty, Board Members, and external advisors will analyze end-of-year data, when available, to inform the curriculum and assessment adoptions discussed in Goal 1.

Measures to Date	Target	2015-16	2016-17	2017-18	2018-19
Average staff rating of Faculty Relationships (Dimension 2) on SCAI	**4.0 or +1%**	4.05	4.20	3.79	3.35
Average staff rating of Leadership and Decisions (Dimension 4) on SCAI	**4.0 or +1%**	3.75	3.87	3.64	2.98

Average staff rating of Learning and Assessment (Dimension 6) on SCAI	**4.0 or +1%**	4.64	4.09	3.56	3.05
Percent of staff retained	**90% or +1%**	70%	81%	63%	TBD (June)

Next Steps

- **Staffing -** Given the turn over in the 2018-19 year, OP has shifted its staffing model to ensure there are two adults in every classroom for 2019-20. This will include a Credentialed Teacher in every classroom, along with an Instructional Aide or an Intern Teacher as part of our pipeline program. The goal is to provide increased services and differentiation for our students, while ensuring teachers have a collaborative partner and do not experience isolation in the classroom.
- **Professional Development** - Additional days are being added back into the schedule, following the reduction on 2018-19, to ensure teachers have time to pause, reflect, recharge, and plan forward.
- **Leadership** - The leadership structure has been adjusted to provide for a Principal, Instructional Coach, and Dean of Culture. This structure will support all teachers in being known well and supported in their craft as well as their classroom culture. An experienced Superintendent has been hired on a six month consultant basis to support with stabilizing the school again and providing forward momentum.

State Dashboard

OP Met the Standard for the following categories:

- Basics: Teachers, Instructional Materials, Facilities

Goal 3: Strong and Welcoming School Culture & Climate

Plan of Action	S&C Allocations
• Implementation of **social-emotional curriculum** to support student learning and growth • **Community-building** within the classroom via morning meeting and closing circles and across grades and between students, families, and staff through community events. • Deliberate teaching of **personal qualities** across grade levels and subject areas. • Personal goal-setting in triennial family, student, teacher conferences. • **Coordination of Services Team** that monitors students at risk of truancy and provides student and family interventions as needed. • Administration of **climate survey** with students, families, and staff.	Seneca Wrap Around Services • $0 [Covered through other revenues]

Highlights on Progress

- **Social Emotional Curriculum** - OP continues to use the Toolbox curriculum to support Social and Emotional learning, as part of its partnership with the Seneca Family of Agencies.
- **Community Building** - Morning meetings and closing circles were used in some classrooms, typically with more veteran teachers and/or teachers with stronger classroom management. This is an area where OP can benefit from improved consistency in 2019-20.
- **Personal Qualities** - OP students were consistently recognized as scholars and warriors when they exhibit these traits. These were the two focal areas for 2018-19.
- **Parent Teacher Conferences** - OP utilized Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This practice builds transparency and, in turn, agency for students and families.
- **Coordination of Services** - OP has a robust partnership with the Seneca Family of Agencies, to provide Tier 1, 2, and 3 academic, socio-emotional, and behavioral services to our students. This is done through a trauma-informed model, where we have established a wellness center this year and continue to provide integrated clinical services for our students in most need.
- **Climate Survey** - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Measures to Date	Target	2015-16	2016-17	2017-18	2018-19
Average rating of Physical Appearance (Dimension 1) on SCAI	-	-	-	-	-
- Staff	**4.0 or +1%**	3.74	3.50	3.16	2.85
- Families	**4.0 or +1%**	4.56	4.56	4.37	3.43
- Students (3rd & 4th Grade)	**4.0 or +1%**	n/a	n/a	3.80	3.59
Average rating of Student Interactions (Dimension 3) on SCAI	-	-	-	-	-
- Staff	**4.0 or +1%**	3.80	2.81	3.39	3.01
- Families	**4.0 or +1%**	4.67	4.70	4.31	3.72
- Students (3rd & 4th Grade)	**4.0 or +1%**	n/a	n/a	3.80	3.35
Average rating of Attitude and Culture (Dimension 7) on SCAI	-	-	-	-	-
- Staff	**4.0 or +1%**	4.08	4.12	3.56	2.53

- Families	**4.0 or +1%**	4.61	4.75	4.57	3.57
- Students (3rd & 4th Grade)	**4.0 or +1%**	n/a	n/a	3.59	3.03
Average Daily Attendance	**95% or +1%**	92.0%	92.0%	93.0%	88.8%
Chronic Absenteeism Rate	**>5%**	TBD	TBD	26.0%	35.3%
Suspension Rate	**>10%**	13.0%	TBD	7.0%	6.8%
Expulsion Rate	**>1%**	0.0%	0.0%	0.0%	0.0%

Next Steps

- **Community Building** - Strengthen consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, and conflict resolution.
- **Coordination of Services** - Work to increase Tier 1 and 2 socio-emotional services in the classroom, in order to reduce Tier 3 services in the long term. Add a Universal Education Coach position (Dean of Culture) to oversee implementation.

Goal 4: Family Engagement

Plan of Action	S&C Allocations
• Triennial **Academic Parent Teacher Team (APTT) meetings** with families, students, and the teacher to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. • Biennial **expositions of student work** to make learning transparent and highlight key evidence of student mastery. • **Family learning events** on a monthly basis, to develop family understanding of the school program and performance in order to facilitate accountability. • Development of a **Family Leadership Team**. • **Coffee hours** on a monthly basis in which families can give feedback to the school Leadership Team. • **Family workshops** on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc. • Annual community survey will be administered to gather feedback.	**n/a**

Highlights on Progress

- **Parent Teacher Conferences** - OP utilizes Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This is different than the original APTT model identified in the charter, as it requires less meetings on the school site by families (which had been a barrier). It does, however, hold the same goal of building transparency and, in turn, agency for students and families.
- **Expositions of Student Work** - These were held to highlight and celebrate student learning, as well as provide students with an authentic audience to whom they communicate their learning.
- **Family Learning and Leadership -** Coffees with the Principal were held, with an alternating sequence adopted of morning versus evening meetings to meet families' varying work schedules and increase participation. The School Site Council (SSC) and English Language Advisory Council (ELAC) were established to provide input on key aspects of program and accountability, including the Local Control and Accountability Plan (LCAP).
- **Annual Survey** - The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

	Target	2015-16	2016-17	2017-18	2018-19
Percent of families who attend PTC meetings	**95.0%**	87%	75%	81%	TBD (June)
Percent of families who attend one or more family learning night	**80.0%**	67%	70.0%	80%	TBD (June)
Percent of families who complete SCAI	**80.0%**	71.0%	57.0%	64%	TBD (End of May)
Average family rating of Community Relations (Dimension 8) on SCAI	**4.0**	4.73	4.80	4.27	TBD (End of May)

Next Steps

- **Family Learning and Leadership -** Continue to strengthen parent leadership, through the Parent Group, SSC, and ELAC to promote agency and ensure families have voice. Expand family learning events in partnership with organizations such as First Five to provide programming for families in areas of their interest.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
OnePurpose School	Anne Shibley, Principal	anne@onepurposeschool.org 415.657.0277

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mission
OnePurpose School is a public charter school serving Pre-K through Grade 5 children from San Francisco's most underserved neighborhoods.

Our goal is to build a strong foundation for our students that enables them to succeed in school and beyond.

We combine academic preparation with socio-emotional support—both delivered with the caring and respect that nurture self-confidence, the strength and resilience to overcome challenges, and the ability to speak for one's self.

Philosophy
OP is based on four philosophical premises:

(1) As a matter of **social justice**, the children in San Francisco's most underserved neighborhoods **deserve** a **high-quality free education**;
(2) For children from impoverished backgrounds, **education** is by far the most likely ticket out of poverty;
(3) For children to learn, they must be able to concentrate—which for students from trauma-filled lives warrants they be given **social-emotional support**;
(4) **Early education** through 5th Grade is the critically important **learning period** in which children **must** acquire core literacy and mathematics competencies as a foundation for later learning in life.

Strategic Vision
OP will pursue its Mission with a five-pronged strategy that reflects the critical ingredients required for a successful elementary school in San Francisco's poorest neighborhoods:

I. High-Quality Instruction can only occur when a school retains exceptional faculty and leaders, and develops an engaging, well-designed curriculum, while providing sufficient instructional time and emotional support for students to learn. At OP:

- Teachers will be **highly qualified**, well-versed in the needs of our student population, and capable of providing stability, consistency, and quality instruction, that develops trusting relationships with their students. Classes typically have a credentialed lead teacher and one instructional aide for up to 24 students

- Literacy programs (reading, writing, speaking) will be consistent and research-based, include remediation and interventions as needed, and include data collection to monitor student growth

- All curricular programs, including science, technology, engineering, math, and social studies must be taught with fidelity and consistency, with professional development provided to support teacher knowledge and student learning

- Enrichment programs, including art courses, integrated health, and class trips to locations such as museums will supplement classroom learning

- A longer school day and school year will be offered to students

- Students new to OP will be strongly encouraged to attend a four- to six-week OP Summer Academy that will provide remediation in literacy, math and science, as well as reinforce the OP Way regarding behavior and expectations.

II. Social-emotional support for OP students is a hallmark of the school

Students will receive appropriate high-quality, consistent, individual and group support for their social-emotional development. Resources and procedures will reinforce positive behaviors without regard to the level of support an individual student may require.

III. Parent Support and Involvement

Strong outreach will be used to build and maintain an energized Parent Association that can support student learning, behavior, and expectations. A commitment will also be made to include parent education components that parents believe would be helpful.

IV. Performance Monitoring, Evaluation, and Adjustments

OP intends to surpass its peer schools as a place where students experience joyful learning with rigor and results. To ensure that we also balance happiness with academic rigor, OP is committed to measuring all aspects of our work. We will observe and monitor our faculty and our school-based therapists. We will attend to each student's growth in his or her skills and knowledge in all subjects. We will balance our ambition for academic success with an equal commitment to measure each child's social-emotional well-being. Where necessary, students will receive the additional help they need to be happy and academically proficient.

V. Adequate Funding

Operating on a single SFUSD-provided campus under California Proposition 39, OP will derive approximately two-thirds of its revenues from state payments per enrolled and attending student.

Students will be recruited through outreach and encouragement of current parents. The School's demonstrated success with its students will be its strongest attraction to current and prospective parents. ADA targets for attendance will be 95 percent.

A fiscal goal will be to contribute at least five percent (preferably ten percent) annually to the School's accumulated reserves.

At full strength in 2023-24, OP will have between 240 and 260 students.

Philanthropy will be required in 2019-2020 at $1.1 million and growing each subsequent year to $1.4 million in 2023-24. The keys to OP's philanthropic appeal will be its demonstrated success with students and a vigorous and skilled approach to donors.

Student Population

OP student recruitment efforts focus on the highest-poverty neighborhoods in Southeast San Francisco. OP serves families who seek a rigorous program of study for their children that will develop their knowledge in a broad curriculum while providing intensive social and emotional supports to serve the whole child. OP currently serves students in Transitional Kindergarten through 2nd grade with the following demographics:

- 90% Students from low-income families
- 9% Students with Special Needs
- 32% English Learners
- The following ethnic demographics:
  - 54% African American
  - 39% Latino
  - 4% Native Hawaiian or Pacific Islander
  - 3% Two or More Races

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

OnePurpose serves an extremely high percentage of Unduplicated Pupils. As such, it has designed the full school program to support the needs of these students and advance their academic, social, and emotional outcomes. Key areas of focus include:

1. **Curriculum and Instruction** - OP believes that all students can learn at high levels and that authentic engagement, high expectations and academic rigor are the key curricular drivers for student learning. Toward that end, we hold the following goals for our curriculum and instruction:
    - The OP curriculum will provide a course of study that fully prepares students for success in college and career, through careful alignment with the CCSS, CSS, NGSS, and ELDS and integration of literacy across all content areas.
    - Effective and efficient use of data will drive the OP curriculum. Data analyses will inform the use of scaffolds, supports, and extensions to ensure full access and mastery of the curriculum for our students overall, including our ELLs and other students in each of our subgroups.
    - OP students will demonstrate mastery of standards across subject areas on internal and external measures, as well as in English proficiency.
2. **Teaching Practice** - OP believes exceptional teaching results in exceptional learning. The adults in our community are responsible for our students' success. Toward that end, we hold the following goals for our teaching staff:
    - OP will hire and retain a highly qualified faculty, with the skills and passion necessary to support our students in meeting our mission.
    - OP will support each teacher as an individual, to develop and accelerate his or her craft in service of our students.
3. **Culture and Climate** – OP believes that a culture dedicated to community, diversity, rigor in all its forms, joy, grit, and a growth mindset is essential to student success. Toward that end, we hold the following goals for our school and student culture:
    - The OP campus will be warm and welcoming in its physical appearance and, more importantly, in the interactions that take place within it.
    - OP students and families will feel welcome in the school, see their culture respected and reflected in the curriculum, and develop a shared ownership of our community.
    - OP students will develop the personal qualities necessary to go to and graduate from college, including grit, resiliency, and respect for diversity.
    - OP students, families, and staff share a belief and commitment that as citizens of the world, we all have a responsibility to make the world a better place together.
4. **Family Involvement** - OP believes families are our students' first teachers. We believe collaboration among stakeholders - especially families - is the only way to achieve our shared goals. Toward that end, we hold the following goals for our family involvement:
    - OP will engage with families to build agency, supporting them in understanding: what their students need to know and be able to do, class goals, and ways they can support their child in reaching these goals.
    - OP families will view themselves as an integral part of the school's work and success and, consequently, take leadership roles at the school.
    - OP families will hold a high level of satisfaction with OP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

OnePurpose School made progress in the following core areas of its plan:

Goal 1 - Curriculum and Instruction

- **Broad Course of Study** - OP continued it's core curriculum offerings of English, Mathematics, Science and Engineering, and Social Studies, as well as Integrated and Designated English Language Development and Spanish. Due to an unexpected mid-year faculty departure, the enrichment program was shifted. Previously physical education and the arts were taught in an integrated program through Capoiera. This shifted mid-year to a more traditional physical education program.
- **Standards Aligned Curriculum** - OP continued to root its English Language Arts program in the workshop model, using Zoophonics to support Phonics development, Lucy Calkins Reading and Writing Workshops, and the Jan Richardson Model to support Guided Reading. A new math curriculum was piloted, based on the materials developed and used at Rocketship (and some of these were used in ELA as well). Social Studies and Science and Engineering were taught through Project Based Learning Units. The Rocketship resources were determined to not be a fit for our school and student population. A comprehensive curriculum adoption will take place for 2019-20.
- **Professional Development** - Teachers received professional development before, during, and after the school year with 15 pupil free days and weekly early releases (three hours) to support new inputs, ongoing support in implementation, collaboration, and conferencing. The number of days was reduced from 20 to 15 based on teacher feedback in 2017-18, as the extra days extended the school year past the last of school for the neighborhood schools, which caused challenges with morale and attendance.
- **Assessments** - OP continued its use of classroom-based assessments, including guided reading logs, to provide ongoing data to inform instruction. The Fountas and Pinnell Reading Assessment and the NWEA Measures of Academic Progress were used to provide benchmark data, in turn measuring rates of growth for students as well as overall proficiency.

Goal 2 - Teaching Practice

- **Rigorous Hiring Process** - OP started the year fully staffed, overcoming a challenge from previous years of teachers accepting positions and then backing out last minute when they could not find housing. This said, OP had an unexpected departure of its CEO over the summer which led to instability at the school. In addition, the Head of School had to step back into an Instructional Coach position due to health reasons. This instability resulted in turn over of staff at a rate not seen in the previous three years of the school's existence. The Founding Assistant Principal was promoted to take over as Principal and an experienced Superintendent has been hired on a six month consultant basis to support with stabilising the school again and providing forward momentum.
- **Professional Development** - All staff received professional development through 15 days of dedicated time before, during, and after the school year and through weekly early release time of three hours a week. As noted in Goal 1, the number of days was reduced from 20 to 15 based on faculty input from 2017.18. Areas of focus were as follows:
  - Summer: Classroom Management, Understanding By Design, Systems and Routines, ISE (SPED) Processes, Curricular Overviews
  - Fall: Culture and Climate, Guided Reading, Unit Overviews, Positive Behavior Intervention Systems (PBIS)

- Spring: Assessment Data Analysis, Project Based Learning (PBL)

- **Walkthroughs** - Instructional Rounds were initiated, bringing in key leaders from across the Bay Area (including seasoned Principals and Superintendents) to observe instruction and program and provide guidance on action steps to move forward.
- **Annual Survey** - The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.
- **Analysis of Data** - A team of faculty, Board Members, and external advisors will analyze end-of-year data, when available, to inform the curriculum and assessment adoptions discussed in Goal 1.

Goal 3 - Culture and Climate

- **Social Emotional Curriculum** - OP continues to use the Toolbox curriculum to support Social and Emotional learning, as part of its partnership with the Seneca Family of Agencies.
- **Community Building** - Morning meetings and closing circles were used in some classrooms, typically with more veterans teachers and/or teachers with stronger classroom management. This is an area where OP can benefit from improved consistency in 2019-20.
- **Personal Qualities** - OP students were consistently recognized as scholars and warriors when they exhibit these traits. These were the two focal areas for 2018-19.
- **Parent Teacher Conferences** - OP utilized Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This practice builds transparency and, in turn, agency for students and families.
- **Coordination of Services** - OP has a robust partnership with the Seneca Family of Agencies, to provide Tier 1, 2, and 3 academic, socio-emotional, and behavioral services to our students. This is done through a trauma-informed model, where we have established a wellness center this year and continue to provide integrated clinical services for our students in most need.
- **Climate Survey** - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Goal 4 - Family Involvement

- **Parent Teacher Conferences** - OP utilizes Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This is different than the original APTT model identified in the charter, as it requires less meetings on the school site by families (which had been a barrier). It does, however, hold the same goal of building transparency and, in turn, agency for students and families.
- **Expositions of Student Work** - These were held to highlight and celebrate student learning, as well as provide students with an authentic audience to whom they communicate their learning.
- **Family Learning and Leadership -** Coffees with the Principal were held, with an alternating sequence adopted of morning versus evening meetings to meet families' varying work schedules and increase participation. The School Site Council (SSC) and English Language Advisory Council (ELAC) were established to provide input on key aspects of program and accountability, including the Local Control and Accountability Plan (LCAP).
- **Annual Survey** - The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

OnePurpose School will continue to work in the following areas, to achieve its goals:

Goal 1 - Curriculum and Instruction

- **Curriculum** - A team of faculty, Board Members, and external advisors are in the final stages of evaluating curriculum options to increase standards-alignment in the 2019-20 school year, as well as cohesion across the grade levels. The current front runners for adoption are Great Minds (EngageNY) in ELA, Eureka Math (EngageNY) in Math, Mystery Science in Science, and Studies Weekly in Social Studies.
- **Assessments** - A team of faculty, Board Members, and external advisors are in the process of evaluating assessment measures to determine if FPRA and NWEA are continuing to provide the right data or if another data system, such as working with Achievement Network (ANet) should be explored. A key piece of this consideration is determining how much to take on in terms of change in a given year.

Goal 2 - Teaching Practice

- **Staffing -** Given the turn over in the 2018-19 year, OP has shifted its staffing model to ensure there are two adults in every classroom for 2019-20. This will include a Credentialed Teacher in every classroom, along with an Instructional Aide or an Intern Teacher as part of our pipeline program. The goal is to provide increased services and differentiation for our students, while ensuring teachers have a collaborative partner and do not experience isolation in the classroom.
- **Professional Development** - Additional days are being added back into the schedule, following the reduction on 2018-19, to ensure teachers have time to pause, reflect, recharge, and plan forward.
- **Leadership** - The leadership structure has been adjusted to provide for a Principal, Instructional Coach, and Dean of Culture. This structure will support all teachers in being known well and supported in their craft as well as their classroom culture. An experienced Superintendent has been hired on a six month consultant basis to support with stabilizing the school again and providing forward momentum.

Goal 3 - Culture and Climate

- **Community Building** - Strengthen consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, and conflict resolution.
- **Coordination of Services** - Work to increase Tier 1 and 2 socio-emotional services in the classroom, in order to reduce Tier 3 services in the long term. Add a Universal Education Coach position (Dean of Culture) to oversee implementation.

Goal 4 - Family Involvement

- **Family Learning and Leadership -** Continue to strengthen parent leadership, through the Parent Group, SSC, and ELAC to promote agency and ensure families have voice. Expand family learning events in partnership with organizations such as Five Keys to provide programming for families in areas of their interest.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no performance indicators in which any student subgroup was two or more performance levels below the all student performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The most significant ways the OnePurpose School increased or improved services for students from low-income families, English Learners, and students in foster care were as follows:

- **English Language Development** - Teachers received training on Integrated and Designated ELD in alignment with the California ELD Framework. Teachers pre-load content vocabulary and use strategies such as sentence frames to support ELs across content instruction, as well as provide small group Designated ELD instruction for students based on language level with specific goals for each group.
- **Intervention** - The Coordination of Services Team monitored students and student subgroups to identify those not making adequate progress, then orchestrated and provided student and family supports as needed academically, socially, and emotionally through a trauma-informed model. The team met three times per month to review student needs and progress. All students who were referred to COST were assessed and monitored, as well as tracked and closed out at the end of the year.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

OnePurpose School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

OnePurpose School worked with the Board of Directors, an External Consultant (and experienced Superintendent), and the school site leadership team to develop the CSI plan. This plan was developed in alignment with the OP Strategic Plan as well as with the LCAP. Input from families regarding priorities informed the development of the plan.

Evidence-based interventions to address student performance were identified as follows:

- **Curriculum and Assessment –** Students and teachers must have access to rigorous, standards-based, and culturally relevant curriculum. They also require assessment tools that allow them regularly analyze learning to inform next steps (strategies for students, instructional plan for teachers).
- **Professional Development –** Teachers must receive professional development that builds a base of expertise in key foundational understanding (i.e. CCSS, NGSS, ELDS) and evidence-based practices (i.e. standards-based instruction, student engagement techniques, just-in-time feedback)
- **Instructional Practice** – Teachers must receive regular and rapid feedback to elevate practice by instructional coaches and school leadership through observation and data analysis (including of student work).
- **School Culture** – Students must have a school in which they feel welcome and that supports their socio-emotional and behavioral development, in addition to academic. Evidence-based interventions such as student goal setting, a trauma-informed model, and restorative practices support this work.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

OnePurpose School will review disaggregated data every six weeks within its Instructional Leadership Team, to monitor the implementation and effectiveness of the CSI plan. Data will be shared with key stakeholder groups (i.e. families, staff, Board) in the Fall, Winter, and Spring as part of the overall review of the strategic plan.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

OP believes that all students can learn at high levels and that authentic engagement, high expectations and academic rigor are the key curricular drivers for student learning. Toward that end, we hold the following goals for our curriculum and instruction:

- The OP curriculum will provide a course of study that fully prepares students for success in college and career, through careful alignment with the CCSS, CSS, NGSS, and ELDS and integration of literacy across all content areas.
- Effective and efficient use of data will drive the OP curriculum. Data analyses will inform the use of scaffolds, supports, and extensions to ensure full access and mastery of the curriculum for our students overall, including our ELLs and other students in each of our subgroups.
- OP students will demonstrate mastery of standards across subject areas on internal and external measures, as well as in English proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
The percent of students who are at grade level in Reading as measured by the Fountas and Pinnell Reading Assessment (FPRA) will grow by +1% annually until goal of 80% is met.	The percent of students who are at grade level in Reading as measured by the Fountas and Pinnell Reading Assessment (FPRA) was: • **60%,** an increase of +0%, narrowly missing the goal
The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **3.05,** a decrease of -0.51, not meeting the goal
The average rating of Learning and Assessment (Dimension 6) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Learning and Assessment (Dimension 6) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.93,** a decrease of -0.59, narrowly missing the goal
The average rating of Learning and Assessment (Dimension 6) by students as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Learning and Assessment (Dimension 6) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.55,** a decrease of -0.87, not meeting the goal
The percent of ELLs making Annual Progress in English Fluency as measured by the CELDT will increase by 1.5% annually until the goal of 75% is met.	The percent of ELLs making Annual Progress in English Fluency as measured by the CELDT was: • **TBD** *NOTE: OP developed this metric to align with how progress will be reported on the CA School Dashboard, however, the Dashboard has yet to report this indicator.*

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Academic program will include English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development.	1a. Academic program included English, mathematics, science, social science, visual and performing arts, physical education and health, Spanish, and English language development.	Funded in Action 5b LCFF Base, Categorical, & Other Revenue 4000 - Curriculum & Instructional Materials	Funded in Action 5b LCFF Base, Categorical, & Other Revenue 4000 - Curriculum & Instructional Materials

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b. The Leadership Team and Faculty will develop scopes and sequences for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted annually.	1b. The Leadership Team and Faculty developed scopes and sequences for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted during the Summer Professional Development.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1c. Unit plans for all subjects will identify key content and scaffolds necessary for ELLs to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.	1c. Unit plans for all subjects identify key content and scaffolds necessary for ELLs to both access and demonstrate knowledge of the content. Specific goals and strategies were included to support this acquisition and mastery.	Funded in Action 5c LCFF Base, Categorical, & Other Revenue 5000 – Professional Development in ELD	Funded in Action 5c LCFF Base, Categorical, & Other Revenue 5000 – Professional Development in ELD

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1d. Professional Development in English Language Development will occur on an ongoing basis for school administration and staff, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.	1d. Professional Development in English Language Development occurred for school administration and staff in partnership with EL Achieve, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.	Funded in Action 5c LCFF Base, Categorical, & Other Revenue 5000 – Professional Development in ELD	Funded in Action 5c LCFF Base, Categorical, & Other Revenue 5000 – Professional Development in ELD

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1e. Baseline, formative, and summative assessments will be used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.	1e. Baseline, formative, and summative assessments were used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.	Funded in Action 5b LCFF Base, Categorical, & Other Revenue 4000 – Books, Materials, and Supplies (Assessments)	Funded in Action 5b LCFF Base, Categorical, & Other Revenue 4000 – Books, Materials, and Supplies (Assessments)

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1f. Coordination of Services Team will monitor students and student subgroups to identify those not making adequate progress, then orchestrate and provide student and family supports as needed academically, socially, and emotionally.	1f. Coordination of Services Team monitored students and student subgroups to identify those not making adequate progress, then orchestrated and provided student and family supports as needed academically, socially, and emotionally.	Funded in Action 55 LCFF Base, Categorical, & Other Revenue 5000 – Partnerships (Seneca)	Funded in Action 55 LCFF Base, Categorical, & Other Revenue 5000 – Partnerships (Seneca)

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1g. Differentiated academic, social, and emotional support will be provided to ensure all students are progressing at their optimal pace.	1g. Differentiated academic, social, and emotional support were provided to ensure all students progressed at their optimal pace.	$180000 LCFF Supplemental & Concentration 2000 – Instructional Aides	$180000 $52,603 LCFF Supplemental & Concentration Title I 2000 – Instructional Aides

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights on the **implementation** of actions in service of **Goal 1** are as follows:

- **Broad Course of Study** - OP continued it's core curriculum offerings of English, Mathematics, Science and Engineering, and Social Studies, as well as Integrated and Designated English Language Development and Spanish. Due to an unexpected mid-year faculty departure, the enrichment program was shifted. Previously physical education and the arts were taught in an integrated program through Capoiera. This shifted mid-year to a more traditional physical education program.
- **Standards Aligned Curriculum** - OP continued to root its English Language Arts program in the workshop model, using Zoophonics to support Phonics development, Lucy Calkins Reading and Writing Workshops, and the Jan Richardson Model to support Guided Reading. A new math curriculum was piloted, based on the materials developed and used at Rocketship (and some of these were used in ELA as well). Social Studies and Science and Engineering were taught through Project Based Learning Units. The Rocketship resources were determined to not be a fit for our school and student population. A comprehensive curriculum adoption will take place for 2019-20.
- **Professional Development** - Teachers received professional development before, during, and after the school year with 15 pupil free days and weekly early releases (three hours) to support new inputs, ongoing support in implementation, collaboration, and conferencing. The number of days was reduced from 20 to 15 based on teacher feedback in 2017-18, as the extra days extended the school year past the last of school for the neighborhood schools, which caused challenges with morale and attendance.
- **Assessments** - OP continued its use of classroom-based assessments, including guided reading logs, to provide ongoing data to inform instruction. The Fountas and Pinnell Reading Assessment and the NWEA Measures of Academic Progress were used to provide benchmark data, in turn measuring rates of growth for students as well as overall proficiency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights on the **effectiveness** of actions in service of **Goal 1** are as follows:

- **Standards Aligned Curriculum** - The Rocketship resources were determined to not be a fit for our school and student population. A comprehensive curriculum adoption will take place for 2019-20.
- **Professional Development** – High turnover in staff limited the ability to have effective whole school professional development, with the need to replace with more targeted professional development to onboard new teachers throughout the year.
- **Assessments** - The Fountas and Pinnell Reading Assessment continues to be an effective tool in informing practice, but is not the right tool for evaluating mastery of the Common Core. NWEA Measures of Academic Progress was used for this purpose, though implementation was challenging given staffing turn over.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures of LCFF Supplemental & Concentration dollars. Additional funding from LCFF Base & Categorical dollars was added to actions funded by these sources.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next Steps to achieve **Goal 1**, embedded within the existing Actions, are as follows:

- **Curriculum** - A team of faculty, Board Members, and external advisors are in the final stages of evaluating curriculum options to increase standards-alignment in the 2019-20 school year, as well as cohesion across the grade levels. The current front runners for adoption are Great Minds (EngageNY) in ELA, Eureka Math (EngageNY) in Math, Mystery Science in Science, and Studies Weekly in Social Studies.
- **Assessments** - A team of faculty, Board Members, and external advisors are in the process of evaluating assessment measures to determine if FPRA and NWEA are continuing to provide the right data or if another data system, such as working with Achievement Network (ANet) should be explored. A key piece of this consideration is determining how much to take on in terms of change in a given year.

The goals, actions, and measures will remain as written in 2019-20.

Goal 2

OP believes exceptional teaching results in exceptional learning. The adults in our community are responsible for our students' success. Toward that end, we hold the following goals for our teaching staff:

- OP will hire and retain a high quality faculty, with the skills and passion necessary to support our students in meeting our mission.
- OP will support each teacher as an individual, to develop and accelerate his or her craft in service of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
The average rating of Faculty Relationships (Dimension 2) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Faculty Relationships (Dimension 2) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **3.35,** a decrease of -0.44, not meeting the goal
The average rating of Leadership and Decisions (Dimension 4) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Leadership and Decisions (Dimension 4) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **2.98,** a decrease of -0.66, not meeting the goal
The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **3.05,** a decrease of -0.51, not meeting the goal
The percent of faculty who meet one or more of their Professional Development Plan (PDP) goals as measured through observation, conferences, and end of year evaluations will increase by 1% annually until the goal of 90% is met.	The percent of faculty who meet one or more of their Professional Development Plan (PDP) goals as measured through observation, conferences, and end of year evaluations was: • While PDP goals were implemented, a tracking system for measurement was not instituted.
The percent of faculty and staff who are retained annually as measured by contract renewal will increase by +1% annually until the goal of 85% is met.	The percent of faculty and staff who are retained annually as measured by contract renewal was: • **75%,** an increase of +0, not meeting the goal *NOTE: This percent is based on number of staff employed at 2018-19 year end who will return in 2019-20.*

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. All candidates will undergo a rigorous hiring process, which may include phone screening, interviews by the principal and staff, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.	2a. The school hired a high-quality faculty through a rigorous hiring process, which included phone screening, interviews by the principal and staff, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. As an equal opportunity employer, OP will strongly encourage and solicit applications from educators who reflect the diversity of our students and families.	2b. As an equal opportunity employer, OP strongly encouraged and solicited applications from educators who reflect the diversity of our students and families.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2c. Faculty will have 20 days of data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.	2c. Faculty had 20 days of data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.	$45,000 LCFF Supplemental & Concentration 1000 – Certificated Staff (15 Additional Days)	$45,000 LCFF Supplemental & Concentration 1000 – Certificated Staff (15 Additional Days)

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. All staff will have a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.	2d. All staff developed a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. Faculty will be observed and coached bi-weekly, to advance individual practice and institutional goals.	2e. Faculty were observed and coached weekly by either the Principal or Unconditional education Coach, to advance individual practice and institutional goals.	$85000 LCFF Supplemental & Concentration 1000 – Certificated Staff (Instructional Coach)	$85000 LCFF Supplemental & Concentration 1000 – Certificated Staff (Instructional Coach)

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2f. The Leadership Team will research and adopt the most up-to-date curriculum, aligned with the CCSS, CSS, NGSS, and ELDS, prior to the addition of each new grade level.	2f. The school has adopted the Lucy Calkins ELA curriculum, Investigations Math curriculum, and the Toolbox Social and Emotional Learning curriculum. Science and Social Studies curriculum is teacher-designed in Project Based Learning units based on standards.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff

Action 2g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2g. Faculty will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.	2g. Faculty completed an assessment of curricular scope and sequence, including materials, making adjustments as needed and setting focal goals for 2017-18 to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff

Action 2h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2h. The Leadership Team will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.	2h. The School Climate Assessment Indicator (SCAI) survey was administered to staff and families and students in 3rd grade.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff

Action 2i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2i. Faculty and the Leadership Team work collaboratively to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and facility walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.	2i. The Executive Director, Principal, and Facility Committee of the Board of Directors conducted regular walk-throughs of the facility. The Principal, Assistant Principal, and Instructional Coach conducted regular walk-throughs of classrooms.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 – Certificated Staff 2000 – Classified Staff

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights on the **implementation** of actions in service of **Goal 2** are as follows:

- **Rigorous Hiring Process** - OP started the year fully staffed, overcoming a challenge from previous years of teachers accepting positions and then backing out last minute when they could not find housing. This said, OP had an unexpected departure of its CEO over the summer which led to instability at the school. In addition, the Head of School had to step back into an Instructional Coach position due to health reasons. This instability resulted in turn over of staff at a rate not seen in the previous three years of the school's existence. The Founding Assistant Principal was promoted to take over as Principal and an experienced Superintendent has been hired on a six month consultant basis to support with stabilizing the school again and providing forward momentum.
- **Professional Development** - All staff received professional development through 15 days of dedicated time before, during, and after the school year and through weekly early release time of three hours a week. As noted in Goal 1, the number of days was reduced from 20 to 15 based on faculty input from 2017.18. Areas of focus were as follows:
    - Summer: Classroom Management, Understanding By Design, Systems and Routines, ISE (SPED) Processes, Curricular Overviews
    - Fall: Culture and Climate, Guided Reading, Unit Overviews, Positive Behavior Intervention Systems (PBIS)
    - Spring: Assessment Data Analysis, Project Based Learning (PBL)
- **Walkthroughs** - Instructional Rounds were initiated, bringing in key leaders from across the Bay Area (including seasoned Principals and Superintendents) to observe instruction and program and provide guidance on action steps to move forward.
- **Annual Survey** - The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.
- **Analysis of Data -** A team of faculty, Board Members, and external advisors will analyze end-of-year data, when available, to inform the curriculum and assessment adoptions discussed in Goal 1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights on the **effectiveness** of actions in service of **Goal 2** are as follows:

- **Staffing** – OP had an unexpected departure of its CEO over the summer which led to instability at the school. In addition, the Head of School had to step back into an Instructional Coach position due to health reasons. This instability resulted in turn over of staff at a rate not seen in the previous three years of the school's existence.
- **Professional Development –** High turnover in staff limited the ability to have effective whole school professional development, with the need to replace with more targeted professional development to onboard new teachers throughout the year.
- **Student Achievement** - On the NWEA On the NWEA, 46% of students grew their percentile ranking in ELA and 54% in Math.

School - ELA

Percentile Growth	#	%	# in each bucket	% in each bucket
< -25	6	5%	34	30%
-25 to -10	18	16%		
-10 to -5	10	9%		
-5 to 0	33	29%	48	42%
0 to 5	15	13%		
5 to 10	10	9%	33	29%
10 to 25	17	15%		
>25	6	5%		

School - Math

Percentile Growth	#	%	# in each bucket	% in each bucket
< -25	5	4%	23	20%
-25 to -10	10	9%		
-10 to -5	8	7%		
-5 to 0	35	31%	50	44%
0 to 5	15	13%		
5 to 10	10	9%	41	36%
10 to 25	17	15%		
>25	14	12%		

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures of LCFF Supplemental & Concentration dollars. Additional funding from LCFF Base & Categorical dollars was added to actions funded by these sources.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next Steps to achieve **Goal 2**, embedded within the existing Actions, are as follows:

- **Staffing -** Given the turn over in the 2018-19 year, OP has shifted its staffing model to ensure there are two adults in every classroom for 2019-20. This will include a Credentialed Teacher in every classroom, along with an Instructional Aide or an Intern Teacher as part of our pipeline program. The goal is to provide increased services and differentiation for our students, while ensuring teachers have a collaborative partner and do not experience isolation in the classroom.
- **Professional Development** - Additional days are being added back into the schedule, following the reduction on 2018-19, to ensure teachers have time to pause, reflect, recharge, and plan forward.
- **Leadership** - The leadership structure has been adjusted to provide for a Principal, Instructional Coach, and Dean of Culture. This structure will support all teachers in being known well and supported in their craft as well as their classroom culture. An experienced Superintendent has been hired on a six month consultant basis to support with stabilizing the school again and providing forward momentum.

The goals, actions, and measures will remain as written in 2019-20.

Goal 3

OP believes that a culture dedicated to community, diversity, rigor in all its forms, joy, grit, and a growth mindset is essential to student success. Toward that end, we hold the following goals for our school and student culture:

- The OP campus will be warm and welcoming in its physical appearance and, more importantly, in the interactions that take place within it.
- OP students and families will feel welcome in the school, see their culture respected and reflected in the curriculum, and develop a shared ownership of our community.
- OP students will develop the personal qualities necessary to go to and graduate from college, including grit, resiliency, and respect for diversity.
- OP students, families, and staff share a belief and commitment that as citizens of the world, we all have a responsibility to make the world a better place together.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
The average rating of Physical Appearance (Dimension 1) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Physical Appearance (Dimension 1) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **2.85,** a decrease of -0.31, not meeting the goal
The average rating of Physical Appearance (Dimension 1) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Physical Appearance (Dimension 1) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.43,** a decrease of -0.94, not meeting the goal
The average rating of Physical Appearance (Dimension 1) by students as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Physical Appearance (Dimension 1) by students as measured by the School Climate Assessment Inventory (SCAI) was: • **3.59,** a decrease of -0.21, not meeting the goal

Expected	Actual
The average rating of Student Interactions (Dimension 3) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Student Interactions (Dimension 3) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **3.01,** a decrease of -0.38, not meeting the goal
The average rating of Student Interactions (Dimension 3) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Student Interactions (Dimension 3) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.72,** a decrease of -0.59, not meeting the goal
The average rating of Student Interactions (Dimension 3) by students as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Student Interactions (Dimension 3) by students as measured by the School Climate Assessment Inventory (SCAI) was: • **3.35,** a decrease of -0.45, not meeting the goal
The average rating of Attitude and Culture (Dimension 7) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Attitude and Culture (Dimension 7) by staff as measured by the School Climate Assessment Inventory (SCAI) was: • **2.53,** a decrease of -1.03, not meeting the goal
The average rating of Attitude and Culture (Dimension 7) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Attitude and Culture (Dimension 7) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.57,** a decrease of -1.00, not meeting the goal
The average rating of Attitude and Culture (Dimension 7) by students as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Attitude and Culture (Dimension 7) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **3.03,** a decrease of -0.56, not meeting the goal
Average Daily Attendance will increase by +0.5% annually until goal of 95% is met, as measured by audit of Attendance Data.	Average Daily Attendance as measured by audit of Attendance Data was: • **88.8%,** a decrease of -4.2%, meeting the goal
Annual Chronic Absentee Rate will decrease by -1% until the goal of 5% or less is met, as measured by audit of Attendance Data.	Annual Chronic Absentee Rate as measured by audit of Attendance Data was: • **35.3%,** an increase of **+9.3%**, not meeting the goal
Suspension rate will decrease by -0.5% annually until the goal of 10% or less is met, as measured by discipline audit.	Suspension rate as measured by discipline audit was: • **6.8%,** a decrease of -0.2%, meeting the goal

Expected	Actual
Expulsion rate will decrease by -0.5% until goal of 1% or less is met, as measured by discipline audit.	Expulsion rate as measured by discipline audit was: • **0.0%,** meeting the goal
Students who achieve one or more goal(s) as set in their family, student, teacher conferences will increase by +1% annually until the goal of 75% is met.	Students who achieved one or more goal(s) as set in their family, student, teacher conferences was: • Not measured

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. Development of annual action plan, based on analysis of surveys.	3a An action plan was developed, based on analysis of surveys.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3b. Extensive community- building within the classroom via morning meeting and closing circles.	3b. Extensive community-building occurred within the classroom via morning meeting and closing circles.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. Deliberate community events to foster relationship across grades and between students, families, and staff.	3c. Deliberate community events were held to foster relationship across grades and between students, families, and staff.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. Implementation of social-emotional curriculum to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.	3d. A social-emotional curriculum was implemented to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3e. Personal goal-setting in triennial family, student, teacher conferences.	3e. Personal goal-setting occurred in triennial family, student, teacher conferences.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3f. Student Attendance Review Board that monitors students at risk of truancy and provides student and family interventions as needed.	3f. Student Attendance Review Board monitored students at risk of truancy and provides student and family interventions as needed.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 3g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3g. Administration of climate survey with students, families, and staff.	3g. A climate survey was administered with students, families, and staff.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights on the **implementation** of actions in service of **Goal 3** are as follows:

- **Social Emotional Curriculum** - OP continues to use the Toolbox curriculum to support Social and Emotional learning, as part of its partnership with the Seneca Family of Agencies.
- **Community Building** - Morning meetings and closing circles were used in some classrooms, typically with more veteran teachers and/or teachers with stronger classroom management. This is an area where OP can benefit from improved consistency in 2019-20.
- **Personal Qualities** - OP students were consistently recognized as scholars and warriors when they exhibit these traits. These were the two focal areas for 2018-19.
- **Parent Teacher Conferences** - OP utilized Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This practice builds transparency and, in turn, agency for students and families.
- **Coordination of Services** - OP has a robust partnership with the Seneca Family of Agencies, to provide Tier 1, 2, and 3 academic, socio-emotional, and behavioral services to our students. This is done through a trauma-informed model, where we have established a wellness center this year and continue to provide integrated clinical services for our students in most need.
- **Climate Survey** - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights on the **effectiveness** of actions in service of **Goal 3** are as follows:

- **Coordination of Services** – While OP has a robust partnership with the Seneca Family of Agencies, there are multiple students in each classroom who require a high level of care to meet their social-emotional needs. The wellness center was established and will continue to provide integrated clinical services for our students in most need.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next Steps to achieve **Goal 3**, embedded within the existing Actions, are as follows:

- **Community Building** - Strengthen consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, and conflict resolution.
- **Coordination of Services** - Work to increase Tier 1 and 2 socio-emotional services in the classroom, in order to reduce Tier 3 services in the long term. Add a Universal Education Coach position (Dean of Culture) to oversee implementation.

The goals, actions, and measures will remain as written in 2019-20.

Goal 4

OP believes families are our students' first teachers. We believe collaboration among stakeholders - especially families - is the only way to achieve our shared goals. Toward that end, we hold the following goals for our family involvement:

- OP will engage with families to build agency, supporting them in understanding: what their students need to know and be able to do, class goals, and ways they can support their child in reaching these goals.
- OP families will view themselves as an integral part of the school's work and success and, consequently, take leadership roles at the school.
- OP families will hold a high level of satisfaction with OP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
The percent of families on average that attend tri-annual APPT meetings and expositions of student work as measured by audit of attendance rosters will increase by +1% annually until the goal of 95% is met.	The percent of families on average that attend tri-annual APPT meetings and expositions of student work as measured by audit of attendance rosters was: • **TBD,** an increase of +, meeting the goal
The percent of families who attend one or more family learning events and/or coffee hours is measured by audit of attendance rosters will increase by +1% annually until the goal of 80% is met.	The percent of families who attend one or more family learning events and/or coffee hours is measured by audit of attendance rosters was: • **TBD,** an increase of +, meeting the goal
The percent of families who complete the community survey as measured by percent completion will increase by +1% annually until the goal of 80% is met.	The percent of families who complete the community survey as measured by percent completion was: • **TBD,** an increase of +, meeting the goal
The average rating of Community Relations (Dimension 8) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	The average rating of Community Relations (Dimension 8) by families as measured by the School Climate Assessment Inventory (SCAI) was: • **TBD,** an increase of +, meeting the goal

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Triennial Academic Parent Teacher Team (APTT) meetings with families, students, and the teacher will be held to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. Within these meetings, families will be supported in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member can employ for supporting attainment of those goals.	4a. Triennial conferences were held with families, students, and the teacher to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. Within these meetings, families were supported in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member could employ for supporting attainment of those goals.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Biennial expositions of student work will be held to make learning transparent and highlight key evidence of student mastery.	4b. Biennial expositions of student work were held to make learning transparent and highlight key evidence of student mastery.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 1000 Certificated Staff 2000 Classified Staff

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. Family learning events will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.	4c. Family learning events were organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 2000 Classified Staff	Funded in Action 5a LCFF Base, Categorical, & Other Revenue 2000 Classified Staff

Action 4d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4d. Continue development and support for the OP Parent Group to support Family Leadership.	4d. Continued development and support for the OP Parent Group to support Family Leadership.	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff

Action 4e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4e. Coffee hours will be held on a monthly basis in which families can give feedback to the school Leadership Team.	4e. Coffee hours were held on a monthly basis in which families gave feedback to the school Leadership Team.	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff

Action 4f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4f. Annual community survey will be administered to gather feedback.	4f. Annual community survey was administered to gather feedback.	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff

Action 4g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4g. Family workshops will be offered on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.	4g. Family workshops were offered to support parents and families in identified areas of need, such as financial planning, local support services, etc.	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff	Funded in Action 4c LCFF Base, Categorical, & Other Revenue 2000 Classified Staff

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights on the **implementation** of actions in service of **Goal 4** are as follows:

- **Parent Teacher Conferences** - OP utilizes Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This is different than the original APTT model identified in the charter, as it requires less meetings on the school site by families (which had been a barrier). It does, however, hold the same goal of building transparency and, in turn, agency for students and families.
- **Expositions of Student Work** - These were held to highlight and celebrate student learning, as well as provide students with an authentic audience to whom they communicate their learning.
- **Family Learning and Leadership** - Coffees with the Principal were held, with an alternating sequence adopted of morning versus evening meetings to meet families' varying work schedules and increase participation. The School Site Council (SSC) and English Language Advisory Council (ELAC) were established to provide input on key aspects of program and accountability, including the Local Control and Accountability Plan (LCAP).
- **Annual Survey -** The School Climate Assessment Indicators (SCAI) was administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights on the **effectiveness** of actions in service of **Goal 4** are as follows:

- **Family Learning and Leadership** – While the SSC and ELAC were established and met, these bodies could be further developed and engaged to further stakeholder engagement in the school program. Incentives were provided at school-wide events (i.e. dinner, raffle), which increased attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next Steps to achieve **Goal 4**, embedded within the existing Actions, are as follows:

- **Family Learning and Leadership -** Continue to strengthen parent leadership, through the Parent Group, SSC, and ELAC to promote agency and ensure families have voice. Expand family learning events in partnership with organizations such as First Five to provide programming for families in areas of their interest.

The goals, actions, and measures will remain as written in 2019-20.

Goal 5

OP is an operationally-sound organization with the capacity to carry out Goals 1-4.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Annual LCFF budget revenue and expenses were aligned and accounted for

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. OP will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	5a. OP hired, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	$1,451,191 LCFF Base, Categorical, & Other Revenue 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Associated Benefits	$1,076,579 LCFF Base, Categorical, & Other Revenue 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Associated Benefits

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	5b. Books, materials, and supplies necessary to support classroom instruction and school operations were acquired and maintained.	$180,517 LCFF Base, Categorical, & Other Revenue 4000 – Books, Materials and Supplies	$122,508 LCFF Base, Categorical, & Other Revenue 4000 – Books, Materials and Supplies

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5c. Provided coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	$1,347,981 LCFF Base, Categorical, & Other Revenue 5000 – Operating Expenses	$1,304,946 LCFF Base, Categorical, & Other Revenue 5000 – Operating Expenses

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. Maintain depreciating capital as necessary to support strong school operations.	5d. Maintained depreciating capital as necessary to support strong school operations.	$0 LCFF Base & Categorical 7000 – Other Outgo	$0 LCFF Base, Categorical, & Other Revenue 7000 – Other Outgo

Action 5e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	5e. Funded district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	$426 LCFF Base & Categorical 6000 – Capital Depreciation	$426 LCFF Base, Categorical, & Other Revenue 6000 – Capital Depreciation

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights on the **implementation** of actions in service of **Goal 5** are as follows:

- **LCAP -** The school successfully implemented the actions in service of its goals, as identified in the 2018-19 LCAP and detailed in Goals 1 – 4.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights on the **effectiveness** of actions in service of **Goal 5** are as follows:

- **LCAP** - The school successfully implemented the actions in service of its goals, as identified in the 2018-19 LCAP and detailed in Goals 1 – 4.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to the following:
- A lower than anticipated enrollment led to the need to adjust the staffing plan, as reflected in the lower costs for Action 5a.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goals, actions, and measures will remain as written in 2019-20.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

OnePurpose School has continued to engage stakeholders in the monitoring of goals, actions, measures and expenditures as detailed in the 2018-19 LCAP. In addition, this input has been used to inform the 2019-20 LCAP Plan. Engagement includes, but is not limited to, the following:

- **September 2018 – June 2019** – Meetings every other month with the Board of Directors, in which the Leadership Team provided updates on the goals, actions, measures, and expenditures as detailed in the LCAP. In addition, the OP Board President, Treasurer, and Programs Committee Chair met regularly with Leadership to review interim data and provide thought partnership on action planning.
- **September 2018 – June 2019** – Monthly Principal Coffee meetings were held to share updates and provide a forum for parents to share concerns, suggestions, and celebrations.
- **April 2019** – The LCAP was reviewed with the school site SSC and ELAC to build understanding and gather critical stakeholder input.
- **May 2018** – The School Climate Assessment Indicators (SCAI) survey was administered with staff and families to gather input across aspects of the school program.
- **June 6, 2018** – The 2017-18 LCAP and 2017-18 Budget were brought to the Board of Directors in public hearing for approval as two separate action items. This draft incorporated feedback from stakeholders.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

OP utilized input and the involvement of its stakeholders in developing the school's Local Control Accountability Plan (LCAP). High level priorities from its stakeholders include but are not limited to the following:

- **Students** – Engaging learning, safe and positive classroom climates, teachers who care.
- **Families** – Strengthened curriculum that promotes college-readiness, safe and positive classroom climates, mental health services for students and families, culturally competent teachers who are able to work with all students (and stay), after-school and summer programming.
- **Teachers and Staff** – Increased collaboration and less isolation, supports in the classroom to be able to meet the needs of all learners, professional development to support curriculum adoptions.
- **Board of Directors** – A clear and shared mission of preparing students for success in life, adoption and consistent implementation of a strong curriculum that develops learners in both standards mastery and 21st century skills, wrap around services that support all students in their academic, social, and emotional development, and data-based instruction and differentiation that accelerates the growth rate of learning for students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

OP believes that all students can learn at high levels and that authentic engagement, high expectations and academic rigor are the key curricular drivers for student learning. Toward that end, we hold the following goals for our curriculum and instruction:

- The OP curriculum will provide a course of study that fully prepares students for success in college and career, through careful alignment with the CCSS, CSS, NGSS, and ELDS and integration of literacy across all content areas.
- Effective and efficient use of data will drive the OP curriculum. Data analyses will inform the use of scaffolds, supports, and extensions to ensure full access and mastery of the curriculum for our students overall, including our ELLs and other students in each of our subgroups.
- OP students will demonstrate mastery of standards across subject areas on internal and external measures, as well as in English proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: n/a

Identified Need:

Students in schools throughout Southeast San Francisco are not currently achieving at levels that prepare them for college and career success. OP believes students must be engaged in rigorous curriculum aligned to standards to build mastery of core content knowledge, conceptual understandings, and problem solving skills.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are at grade level in Reading as measured by the Fountas and Pinnell Reading Assessment (FPRA) will grow by +1% annually until goal of 80% is met.	51%	52% or greater	53% or greater	54% or greater
The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.09	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Learning and Assessment (Dimension 6) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until	4.82	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the goal of 4.0 or higher is met.				
The percent of ELLs making Annual Progress in English Fluency as measured by the ELPAC will increase by 1.5% annually until the goal of 75% is met.	TBD	Previous year +1.5% or 75%	Previous year +1.5% or 75%	Previous year +1.5% or 75%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a. Academic program will include English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development.	1a. Academic program will include English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development.	1a. Academic program will include English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5b	Funded in Action 5b	Funded in Action 5b
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	4000 - Curriculum & Instructional Materials	4000 - Curriculum & Instructional Materials	4000 - Curriculum & Instructional Materials

Action 1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b. The Leadership Team and Faculty will develop scopes and sequences for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted annually.	1b. The Leadership Team and Faculty will develop scopes and sequences for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted annually.	1b. The Leadership Team and Faculty will develop scopes and sequences for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS. These will be reviewed and adjusted annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff	1000 Certificated Staff	1000 Certificated Staff

Action 1c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1c. Unit plans for all subjects will identify key content and scaffolds necessary for ELLs to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.	1c. Unit plans for all subjects will identify key content and scaffolds necessary for ELLs to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.	1c. Unit plans for all subjects will identify key content and scaffolds necessary for ELLs to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	5000 – Professional Development in ELD	5000 – Professional Development in ELD	5000 – Professional Development in ELD

Action 1d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1d. Professional Development in English Language Development will occur on an ongoing basis for school administration and staff, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.	1d. Professional Development in English Language Development will occur on an ongoing basis for school administration and staff, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.	1d. Professional Development in English Language Development will occur on an ongoing basis for school administration and staff, to ensure alignment to standards and implementation of strategies to support all ELs in accessing and mastering content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1c	Funded in Action 1c	Funded in Action 1c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	5000 – Professional Development (ELD)	5000 – Professional Development (ELD)	5000 – Professional Development (ELD)

Action 1e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1e. Baseline, formative, and summative assessments will be used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.	1e. Baseline, formative, and summative assessments will be used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.	1e. Baseline, formative, and summative assessments will be used in alignment with CCSS, CSS, NGSS, and ELDS standards to monitor student progress toward proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5b	Funded in Action 5b	Funded in Action 5b
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	4000 – Books, Materials, and Supplies (Assessments)	4000 – Books, Materials, and Supplies (Assessments)	4000 – Books, Materials, and Supplies (Assessments)

Action 1f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified (Expenditure)	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1f. Coordination of Services Team will monitor students and student subgroups to identify those not making adequate progress, then orchestrate and provide student and family supports as needed academically, socially, and emotionally.	1f. Coordination of Services Team will monitor students and student subgroups to identify those not making adequate progress, then orchestrate and provide student and family supports as needed academically, socially, and emotionally.	1f. Coordination of Services Team will monitor students and student subgroups to identify those not making adequate progress, then orchestrate and provide student and family supports as needed academically, socially, and emotionally.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	Funded in Action 5a	Funded in Action 5a
Source	LCFF Supplemental & Concentration	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	5000 – Seneca Partnership (COST)	5000 – Seneca Partnership (COST)	5000 – Seneca Partnership (COST)

Action 1g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified (Expenditures)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1g. Differentiated academic, social, and emotional support will be provided to ensure all students are progressing at the their optimal pace.	1g. Differentiated academic, social, and emotional support will be provided to ensure all students are progressing at the their optimal pace.	1g. Differentiated academic, social, and emotional support will be provided to ensure all students are progressing at the their optimal pace.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$180,000	$100,000 $54,973
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration Title I
Budget Reference	2000 – Instructional Aides	2000 – Instructional Aides	2000 – Instructional Aides 3000 - Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal 2	OP believes exceptional teaching results in exceptional learning. The adults in our community are responsible for our students' success. Toward that end, we hold the following goals for our teaching staff: • OP will hire and retain a high quality faculty, with the skills and passion necessary to support our students in meeting our mission. • OP will support each teacher as an individual, to develop and accelerate his or her craft in service of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: n/a

Identified Need:

Students in schools throughout Southeast San Francisco are not currently achieving at levels that prepare them for college and career success. OP believes that exceptional results for students requires exceptional teaching by educators.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average rating of Faculty Relationships (Dimension 2) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.20	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Leadership and Decisions (Dimension 4) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	3.87	3.97 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Learning and Assessment (Dimension 6) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by	4.09	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
+0.1 annually until the goal of 4.0 or higher is met.				
The percent of faculty who meet one or more of their Professional Development Plan (PDP) goals as measured through observation, conferences, and end of year evaluations will increase by 1% annually until the goal of 90% is met.	Not measured	Baseline	Previous year +1% or 90%	Previous year +1% or 90%
The percent of faculty and staff who are retained annually as measured by contract renewal will increase by +1% annually until the goal of 85% is met.	81%	82%	Previous year +1% or 85%	Previous year +1% or 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a. All candidates will undergo a rigorous hiring process, which may include phone screening, interviews by the principal and staff, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.	2a. All candidates will undergo a rigorous hiring process, which may include phone screening, interviews by the principal and staff, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.	2a. All candidates will undergo a rigorous hiring process, which may include phone screening, interviews by the principal and staff, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff

Action 2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2b. As an equal opportunity employer, OP will strongly encourage and solicit applications from educators who reflect the diversity of our students and families.	2b. As an equal opportunity employer, OP will strongly encourage and solicit applications from educators who reflect the diversity of our students and families.	2b. As an equal opportunity employer, OP will strongly encourage and solicit applications from educators who reflect the diversity of our students and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff

Action 2c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified (Action and Expenditure)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2c. Faculty will have 20 days of data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.	2c. Faculty will have 20 days of data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.	2c. Faculty will have 15 days of data-driven professional development before, during, and after the school year, to advance individual practice and institutional goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$45,000	$30,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000 – Certificated Staff (20 Additional Days)	1000 – Certificated Staff (20 Additional Days)	1000 – Certificated Staff (20 Additional Days)

Action 2d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2d. All staff will have a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.	2d. All staff will have a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.	2d. All staff will have a Professional Development Plan (PDP) identifying specific goals they are working on to advance their practice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff	1000 – Certificated Staff 2000 – Classified Staff

Action 2e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2e. Faculty will be observed and coached bi-weekly, to advance individual practice and institutional goals.	2e. Faculty will be observed and coached bi-weekly, to advance individual practice and institutional goals.	2e. Faculty will be observed and coached bi-weekly, to advance individual practice and institutional goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000		
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000 – Certificated Staff (Instructional Coach)	1000 – Certificated Staff (Instructional Coach)	1000 – Certificated Staff (Instructional Coach)

Action 2f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2f. The Leadership Team will research and adopt the most up-to-date curriculum, aligned with the CCSS, CSS, NGSS, and ELDS, prior to the addition of each new grade level.	2f. The Leadership Team will research and adopt the most up-to-date curriculum, aligned with the CCSS, CSS, NGSS, and ELDS, prior to the addition of each new grade level.	2f. The Leadership Team will research and adopt the most up-to-date curriculum, aligned with the CCSS, CSS, NGSS, and ELDS, prior to the addition of each new grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 – Certificated Staff	1000 – Certificated Staff	1000 – Certificated Staff

Action 2g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2g. Faculty will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.	2g. Faculty will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.	2g. Faculty will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, CSS, NGSS, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff	1000 Certificated Staff	1000 Certificated Staff

Action 2h

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2h. The Leadership Team will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.	2h. The Leadership Team will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.	2h. The Leadership Team will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 2i

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2i. Faculty and the Leadership Team work collaboratively to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and facility walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.	2i. Faculty and the Leadership Team work collaboratively to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and facility walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.	2i. Faculty and the Leadership Team work collaboratively to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and facility walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

OP believes that a culture dedicated to community, diversity, rigor in all its forms, joy, grit, and a growth mindset is essential to student success. Toward that end, we hold the following goals for our school and student culture:

- The OP campus will be warm and welcoming in its physical appearance and, more importantly, in the interactions that take place within it.
- OP students and families will feel welcome in the school, see their culture respected and reflected in the curriculum, and develop a shared ownership of our community.
- OP students will develop the personal qualities necessary to go to and graduate from college, including grit, resiliency, and respect for diversity.
- OP students, families, and staff share a belief and commitment that as citizens of the world, we all have a responsibility to make the world a better place together.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: n/a

Identified Need:

Students in schools throughout Southeast San Francisco are not currently achieving at levels that prepare them for college and career success. OP believes that a strong and vibrant school culture that celebrates diversity and meets the needs of all community members is a necessary foundation for building strong academics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average rating of Physical Appearance (Dimension 1) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	3.50	3.6	Previous year +0.1 or 4.0 or higher	Previous year +0.1 or 4.0 or higher
The average rating of Physical Appearance (Dimension 1) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.56	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Student Interactions (Dimension 3) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by	2.81	2.91	Previous year +0.1 or 4.0 or higher	Previous year +0.1 or 4.0 or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
+0.1 annually until the goal of 4.0 or higher is met.				
The average rating of Student Interactions (Dimension 3) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.70	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Attitude and Culture (Dimension 7) by staff as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.12	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1
The average rating of Attitude and Culture (Dimension 7) by families as measured by the School Climate Assessment Inventory (SCAI)	4.75	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will increase by +0.1 annually until the goal of 4.0 or higher is met.				
Average Daily Attendance will increase by +0.5% annually until goal of 95% is met, as measured by audit of Attendance Data.	92%	93%	Previous year +1% or 95% or higher	Previous year +1% or 95% or higher
Annual Chronic Absentee Rate will decrease by -1% until the goal of 5% or less is met, as measured by audit of Attendance Data.	TBD	Previous year -1% or 5% or less	Previous year -1% or 5% or less	Previous year -1% or 5% or less
Suspension rate will decrease by -0.5% annually until the goal of 10% or less is met, as measured by discipline audit.	17% (buddy room) 2% (out-of-school suspensions)	Previous year -0.5% or 10% or less	Previous year -0.5% or 10% or less	Previous year -0.5% or 10% or less
Expulsion rate will decrease by -0.5% until goal of 1% or less is met, as measured by discipline audit.	0%	Previous year -0.5% or 1% or less	Previous year -0.5% or 1% or less	Previous year -0.5% or 1% or less

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a. Development of annual action plan, based on analysis of surveys.	3a. Development of annual action plan, based on analysis of surveys.	3a. Development of annual action plan, based on analysis of surveys.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3b. Extensive community- building within the classroom via morning meeting and closing circles.	3b. Extensive community- building within the classroom via morning meeting and closing circles.	3b. Extensive community- building within the classroom via morning meeting and closing circles.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3c. Deliberate community events to foster relationship across grades and between students, families, and staff.	3c. Deliberate community events to foster relationship across grades and between students, families, and staff.	3c. Deliberate community events to foster relationship across grades and between students, families, and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3d. Implementation of social-emotional curriculum to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.	3d. Implementation of social-emotional curriculum to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.	3d. Implementation of social-emotional curriculum to support student learning and growth, that includes deliberate teaching of personal qualities across grade levels and subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3e. Personal goal-setting in triennial family, student, teacher conferences.	3e. Personal goal-setting in triennial family, student, teacher conferences.	3e. Personal goal-setting in triennial family, student, teacher conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3f. Student Attendance Review Board that monitors students at risk of truancy and provides student and family interventions as needed.	3f. Student Attendance Review Board that monitors students at risk of truancy and provides student and family interventions as needed.	3f. Student Attendance Review Board that monitors students at risk of truancy and provides student and family interventions as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 3g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3g. Administration of climate survey with students, families, and staff.	3g. Administration of climate survey with students, families, and staff.	3g. Administration of climate survey with students, families, and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

OP believes families are our students' first teachers. We believe collaboration among stakeholders - especially families - is the only way to achieve our shared goals. Toward that end, we hold the following goals for our family involvement:

- OP will engage with families to build agency, supporting them in understanding: what their students need to know and be able to do, class goals, and ways they can support their child in reaching these goals.
- OP families will view themselves as an integral part of the school's work and success and, consequently, take leadership roles at the school.
- OP families will hold a high level of satisfaction with OP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: n/a

Identified Need:

Students in schools throughout Southeast San Francisco are not currently achieving at levels that prepare them for college and career success. OP believes that families must be engaged as true partners to support and advance the learning of these students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of families on average that attend tri-annual APPT meetings and expositions of student work as measured by audit of attendance rosters will increase by +1% annually until the goal of 95% is met.	Not measured	Previous year +1% or 95% or higher	Previous year +1% or 95% or higher	Previous year +1% or 95% or higher
The percent of families who attend one or more family learning events and/or coffee hours is measured by audit of attendance rosters will increase by +1% annually until the goal of 80% is met.	Not measured	Previous year +1% or 80% or higher	Previous year +1% or 80% or higher	Previous year +1% or 80% or higher
The percent of families who complete the community survey as measured by percent completion will increase by +1% annually until the goal of 80% is met.	57%	58% or higher	Previous year +1% or 80% or higher	Previous year +1% or 80% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average rating of Community Relations (Dimension 8) by families as measured by the School Climate Assessment Inventory (SCAI) will increase by +0.1 annually until the goal of 4.0 or higher is met.	4.80	4.0 or higher	4.0 or higher or previous year +0.1	4.0 or higher or previous year +0.1

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4a. Triennial Academic Parent Teacher Team (APTT) meetings with families, students, and the teacher will be held to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. Within these meetings, families will be supported in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member can employ for supporting attainment of those goals.	4a. Triennial Academic Parent Teacher Team (APTT) meetings with families, students, and the teacher will be held to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals. Within these meetings, families will be supported in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member can employ for supporting attainment of those goals.	4a. Parent Teacher meetings with families, students, and the teacher will be held to discuss grade level proficiencies and support students and families in identifying their child's strengths and areas of challenge, setting goals for advancing learning, and identifying specific strategies each team member can employ for supporting attainment of those goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 4b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4b. Biennial expositions of student work will be held to make learning transparent and highlight key evidence of student mastery.	4b. Biennial expositions of student work will be held to make learning transparent and highlight key evidence of student mastery.	4b. Biennial expositions of student work will be held to make learning transparent and highlight key evidence of student mastery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff	1000 Certificated Staff 2000 Classified Staff

Action 4c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4c. Family learning events will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.	4c. Family learning events will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.	4c. Family learning events will be organized on a monthly basis, to develop family understanding of the school program and performance in order to facilitate families keeping the school accountable for meeting these outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded by Action 5a	$20,000	Funded by Action 5a
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)

Action 4d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4d. Continued development and support for the OP Parent Group to support Family Leadership.	4d. Continued development and support for the OP Parent Group to support Family Leadership.	4d. Continued development and support for the OP Parent Group to support Family Leadership.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 4c	Funded in Action 4c	Funded in Action 4c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)

Action 4e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4e. Coffee hours will be held on a monthly basis in which families can give feedback to the school Leadership Team.	4e. Coffee hours will be held on a monthly basis in which families can give feedback to the school Leadership Team.	4e. Coffee hours will be held on a monthly basis in which families can give feedback to the school Leadership Team.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 4c	Funded in Action 4c	Funded in Action 4c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)

Action 4f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4f. Annual community survey will be administered to gather feedback.	4f. Annual community survey will be administered to gather feedback.	4f. Annual community survey will be administered to gather feedback.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 4c	Funded in Action 4c	Funded in Action 4c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)

Action 4g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	English Learners, Foster Youth, and/or Low Income	English Learners, Foster Youth, and/or Low Income

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4g. Family workshops will be offered on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.	4g. Family workshops will be offered on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.	4g. Family workshops will be offered on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 4c	Funded in Action 4c	Funded in Action 4c
Source	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue	LCFF Base, Categorical, & Other Revenue
Budget Reference	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)	2000 – Certificated Staff (Family Liaison)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

OP is an operationally-sound organization with the capacity to carry out Goals 1 – 4.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: n/a

Identified Need:

OP must be an operationally-sound organization with the capacity to support achievement of Goals 1 – 4

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Annual LCFF budget revenue and expenses were aligned and accounted for	Annual LCFF budget revenue and expenses were aligned and accounted for	Annual LCFF budget revenue and expenses were aligned and accounted for	Annual LCFF budget revenue and expenses were aligned and accounted for

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified (Expeditures)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5a. OP will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	5a. OP will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	5a. OP will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,556,088	$1,346,319	$1,371,380
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base, Categorical, & Other Revenue
Budget Reference	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits

Action 5b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	5b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$166,523	$200,517	$130,950
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base, Categorical, & Other Revenue
Budget Reference	4000 – Books, Materials and Supplies	4000 – Books, Materials and Supplies	4000 – Books, Materials and Supplies

Action 5c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified (Expenditures)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$977,540	$1,347,981	$1,341,131
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base, Categorical, & Other Revenue
Budget Reference	5000 – Operating Expenses	5000 – Operating Expenses	5000 – Operating Expenses

Action 5d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5d. Maintain depreciating capital as necessary to support strong school operations.	5d. Maintain depreciating capital as necessary to support strong school operations.	5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base, Categorical, & Other Revenue
Budget Reference	6000 – Capital Depreciation	6000 – Capital Depreciation	6000 – Capital Depreciation

Action 5e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$426	$269
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base, Categorical, & Other Revenue
Budget Reference	7000 – Other Outgo	7000 – Other Outgo	7000 – Other Outgo

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 213,950	19.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The mission of the OnePurpose School is to disrupt the cycle of poverty in Southeast San Francisco's poorest neighborhoods by preparing its students to graduate from high school fully capable of going to, and graduating from, college. As such, OP averages a student population of approximately 85-90% unduplicated pupils.

OP has designed the entirety of its program around serving this student population, who are predominantly children of color from low-income families – many of whom are also English Language Learners. OP utilizes its supplemental and concentration dollars to support this program for its student population as a whole. In addition, supplemental and concentration dollars are used to support specific programs and supports for students from low-income families and who are English Language Learners. This includes our Coordination of Services Team (COST), who implement a trauma-informed model at OnePurpose and monitor subgroup trajectories and shift allocations as needed to optimize growth. This also includes the Professional Development of staff in Integrated and Designated English Language Development.

OnePurpose School

Appendix 2 - Curriculum, Instruction, and Assessment

- Curriculum Overview
- Eureka Math K-5 Scope and Sequence
- Mystery Science - 1st and 4th Grade Scope and Sequence
- Social Studies Weekly - 1st and 4th Grade Scope and Sequence
- 2019-20 Assessment Calendar
- Developmental Reading Assessment Timeline
- Standards-based Report Card Examples

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OnePurpose School

Curriculum Overview
2018-19 School Year

Subject	Program	Tech Enhancements/ Supports
English Language Arts	Bookworms	Starfall Epic - Online books and novels Newsela
English Language Development	EL Achieve	
Mathematics	Eureka Math/Engage NY	ST Math
Science	Mystery Science Mosa Mack (grades 3/4/5 - spring)	
Physical Education	135 minutes of instruction for A Week 90 minutes of instruction for B Week	
Social Studies	Studies Weekly	
Visual Arts	Artrageous All lessons are accessible online and standards-based. TK/K - 11 lessons 1st - 6 lessons + 1 after school (Line/Shape - Joan Miro) 2nd - 7 lessons + 3 after school (Color - Insect Symmetry, Line/Rhythm - OP Art, 3rd - 9 lessons + 1 after school (Cultural Pride -It's All About Me)	

	4th - 9 lessons + 1 after school (Collage - What's in a Name) 5th - 7 lessons + 3 after school (Line/Shape - OP Art, Mixed Media - Garbage Collage, Geometric & Organic Shapes)	
Dance	CSU Chico Dance Lessons TK/K - Balloon dance 1st - Balloon dance, Expression of Emotions (use YouTube video), Leaves of Autumn 2nd - Expression of Emotions (use YouTube video), Ghostbusters Dance 3rd - Chicken Dance, Expression of Emotions (use YouTube video), Ghostbusters Dance 4th - Chicken Dance, Expression of Emotions (use YouTube video), Native American Friendship Dance, Ribbon Wand Dance 5th - Chicken Dance, Expression of Emotions (use YouTube video), Native American Friendship Dance, Ribbon Wand Dance	Can Teach Dance Lessons TK/K - Dancing to Music, Dance to the Beat, Dance Like Me, Marionnette Dancing 1st - Dancing to Music, Dance to the Beat, Dance Like Me, Marionnette Dancing 2nd - Dancing to Music, Dance to the Beat, Dance Like Me, Marionnette Dancing 3rd - Dancing to Music, Dance to the Beat, Dance Like Me, Marionnette Dancing 4th - Dancing to Music, Dance to the Beat, Dance Like Me, Marionnette Dancing 5th - Dancing with Props (use PE equipment)

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		2015-16*
1st TRIMESTER	M1: Counting to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	1st QUARTER	
				M2: Addition and Subtraction of Length Units (12 days)					
				M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)		
	M2: Shapes (15 days)	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)		2nd QUARTER	
2nd TRIMESTER	M3: Counting to 10 (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)					M3: Addition and Subtraction of Fractions (22 days)		
			M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	3rd QUARTER	
		M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)			
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)						M5: Addition and Multiplication with Volume and Area (25 days)		
3rd TRIMESTER			M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)				
	M5: Addition and Subtraction Stories and Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)		M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	4th QUARTER	
		M6: Analyzing, Comparing, and Composing Shapes (10 days)		M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)		M7: Exploring Measurement with Multiplication (20 days)			

Approx. test date for grades 3-5

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.
**Please refer to the modules themselves to identify partially labeled titles as well as the standards corresponding to all modules.

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Grade 1 Planning Guide

Kindergarten Planning Guide | Grade 1 Planning Guide | Grade 2 Planning Guide
Grade 3 Planning Guide | Grade 4 Planning Guide | Grade 5 Planning Guide
Combined K-5 Planning Guide

What is Included in this Document?

Grade Level Pacing Guides
The Pacing Guide is a resource to support your year-long planning. The units can be taught in any order. In most units, the Mysteries build on one another. Therefore, we strongly recommend the Mysteries within each unit are taught in the sequence they are presented. If you have more time, each unit can be extended by using items from the Optional Extras.

Mystery Science - NGSS Alignment
Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each Mystery is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. This document explains how each Mystery is aligned to the Next Generation Science Standards.

What are Read-Along Mysteries?
Read-Along Mysteries are a new type of lesson that we are piloting this school year for Kindergarten and 1st Grade. Each 30-45 minute lesson contains a digital read-along book and a mini-activity. The digital read-along book is meant to be read out loud with students with opportunities to pause and discuss. The mini-activity is a short activity that may sometimes require supplies found in your classroom.

Generate Activity Supply Lists
To make planning easier, you can generate supply lists by grade, classroom, unit, or Mystery using our Supply Calculator.

Table of Contents
Pacing Guide
Plant & Animal Superpowers (Life Science Unit)
Spinning Sky (Earth & Space Science Unit)
Lights & Sounds (Physical Science Unit)

Grade 1

Mystery Science recommends teaching the mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) are designed to take 30-45 minutes per week, with 1 hour of Optional Extras per Mystery. The Read Along Mysteries offer an opportunity to develop students' literacy as they learn science.

	Plant & Animal Superpowers (6-9 weeks)	Spinning Sky (6-9 weeks)	Lights & Sounds (6-9 weeks)
Week 1	Mystery 1: Why do birds have beaks? ***(1-LS1-1)***	Mystery 1: Could a statue's shadow move? ***(1-ESS1-1)***	Mystery 1: How do they make silly sounds in cartoons? ***(1-PS4-1)***
Week 2	Mystery 2 Read Along: Why do baby ducks follow their mother? ***(1-LS1-2)***	Mystery 2 Read Along: What does your shadow do when you're not looking? ***(1-ESS1-1)***	Mystery 2 Read Along: Where do sounds come from? ***(1-PS4-1)***
Week 3	Mystery 3: Why are polar bears white? ***(1-LS1-1)***	Mystery 3: How can the sun help you if you're lost? ***(1-ESS1-1)***	Mystery 3: What if there were no windows? ***(1-PS4-3)***
Week 4	Mystery 4 Read Along: Why do family members look alike? ***(1-LS3-1)***	Mystery 4 Read Along: Why do you have to go to bed early in the summer? ***(1-ESS1-2)***	Mystery 4 Read Along: Can you see in the dark? ***(1-PS4-2)***
Week 5	Mystery 5: Why don't trees blow down in the the wind? ***(1-LS1-1, K-2-ETS1-2, K-2-ETS1-3)***	Mystery 5: Why do the stars come out at night? ***(1-ESS1-1)***	Mystery 5: How could you send a secret message to someone far away? ***(1-PS4-4, K-2-ETS1-2)***
Week 6	Read Along Mystery 6: What do sunflowers do when you're not looking? ***(1-LS1-1)***	Mystery 6 Read Along: How can stars help you if you get lost? ***(1-ESS1-1)***	Read Along Mystery 6:How do boats find their way in the fog? ***(1-PS4-4)***

Have extra time? "Optional Extras" are extensions to each Mystery. We recommend you use them during your unit or to extend the length of each unit. They include an informational text reading that builds on the Mystery's topic, assessments, and suggestions for supplemental activities.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Optional Extras to extend each Mystery if you have more time.	Add a week after each Mystery to teach items from the Optional Extras.	If you want to extend the Mystery but don't have extra time, use Optional Extras during literacy time.

Plant & Animal Superpowers (6-9 weeks)

Parts, Survival, & Growth

Grade 1 Mystery Science & NGSS Alignment - Life Science (LS)

Profound Perspective: This unit will help students develop the idea that, like a superhero has special powers, every animal and plant has special parts and behaviors that help them to grow and meet their needs.

Grade 1 Life Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 Why do birds have beaks?	1-LS1-1	Structure & Survival	All living things have body parts that help them survive and grow. Each kind of animal has special body parts that help them get the food they need to survive. Some animals use their hands, mouth, beaks, trunks, or tongues to eat their food. The shape of the body part they use to get food is best suited for the type of food the animal eats. **DCIs: LS1.A**	Students **model** how different bird beaks are well suited for eating different kinds of foods. Students **conduct an investigation** to figure out how much food (straw pieces) they can pick up using each beak. **Analyzing these results**, students construct **arguments using their evidence** about which beak would help the birds survive in different environments.	Students consider the relationship between the shape of a bird's beak **(structure)**, and the food it eats **(function)**.They begin to observe the **pattern** that all animals have structures that help them accomplish unique functions.
Mystery 2 Read Along Why do baby ducks follow their mother?	1-LS1-2	Parenting & Offspring Survival	Offspring, the children of living things, need to get their needs met in order to survive. All offspring need food, shelter, protection, and comfort. They also need to learn how to survive on their own. Animal parents (including humans) have the important job of teaching their offspring how to survive before they grows up. Offspring learn from their parents and rely on them to meet their survival needs when they are young. **DCIs: LS1.B**	Students **obtain information** about different animal mothers engaging in behavior to help their offspring survive. They **evaluate and communicate the information** by discussing why each animal mother does each behavior for her offspring.	Students consider the **patterns** in behavior of parents and offspring that help offspring survive.
Mystery 3 Why are polar bears white?	1-LS1-1	Structure & Survival	This Mystery continues the exploration that animals have body parts to help them survive and grow. Animals have different behaviors and body parts that help protect themselves from danger. The color of an animal's fur, feather, skin, or scales can help them blend in with their habitat. Camouflage helps both prey and predators survive! **DCIs: LS1.A**	Students **model** how camouflage helps moths survive by **carrying out an investigation** with differently patterned paper moths and trees. They see how many moths they can find in the paper forest. Moths that match the pattern of the tree will be harder to see, while moths that are patterned differently than the tree will be much more visible. Students make an **argument** about which moths a hungry bird would eat first based on **evidence** from their investigation. Next, they choose a place in the classroom and design their own moth that will camouflage into the area.	Students consider the relationship between the color of an animal's fur, feathers, or skin **(structure)**, and how this helps it survive in its habitat **(function)**.They begin to observe the **pattern** that all animals have structures that help them survive.

(continued)

Plant & Animal Superpowers (6-9 weeks)

Parts, Survival, & Growth

Grade 1 Mystery Science & NGSS Alignment - Life Science (LS)

Grade 1 Life Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 4 Read Along Why do family members look alike?	1-LS3-1	Inheritance & Variation of Traits	All living things share similar characteristics with their parents. For example, a baby duckling looks like a duck, not a cow! You'll notice that young animals and plants look similar to their parents, but not identical. **DCIs: LS3.A, LS3.B**	Students use observations of animal parents and their offspring to **construct an explanation** about young plants and animals being similar, but not identical, to their parents. They play the game MatchUp, between mother and baby animals, using their knowledge of similar characteristics.	Students consider shared characteristics between parents and their offspring as a **pattern**.
Mystery 5 Why don't trees blow down in the wind?	1-LS1-1 K-2-ETS1-2 K-2-ETS1-3	Plants & Engineering	All living things have structures, or external parts. Animals use their body parts to help them survive, grow, and communicate. Plants also have external parts that help them to survive. Humans can mimic the structure and function of an animal or plant's external parts to design solutions to their problems. **DCIs: LS1.A, ETS1.A, ETS1.B, ETS1.C**	Students **develop a model** of an umbrella and **conduct an investigation** to test wind's effect on it. Students **design a solution** to solve the problem of needing a shade structure that won't blow over in the wind, by mimicking a tree's external part.	Students observe the relationship between a tree's roots and leaves (**structure**) and how they help the tree stand in the wind (**function**). They apply this relationship in a natural object to a designed object.
Mystery 6 Read Along What do sunflowers do when you're not looking?	1-LS1-1	Plant Survival	Sunflowers move throughout the day so that they are always facing the sun! Their stem bends so that the sunflower always gets as much sun as possible to help it grow. The flower starts the day facing east, where the sun rises, and ends the day facing west, where the sun sets. **DCIs: LS1.A, LS1.D**	Students **conduct an investigation** to test how plants respond to light. They observe how the direction a plant grows depends on the position of the light.	Students observe the relationship between a sunflower's flower and stem **(structure)** and how the flower parts bend to get as much sun as possible throughout the day **(function)**. This response to the environment helps sunflowers grow.

Spinning Sky (6-9 weeks)

Sun, Moon, & Stars

Grade 1 Mystery Science & NGSS Alignment - Earth & Space Science (ESS)

Profound Perspective: This unit will help students develop the idea that the Sun, Moon, and stars change position in the sky in ways that are fun to watch and predict.

Grade 1 Earth & Space Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 Could a statue's shadow move?	1-ESS1-1	Sun, Shadows, & Daily Patterns	Patterns of motion are all around us; they're even in the sky! If you observe a still object throughout the day, you'll see that its shadow changes. The Sun doesn't stay in the same place all day. It is the Sun's movement across the sky that changes the shape of an object's shadow. **DCIs: ESS1.A**	Students **conduct two investigations**. In the first, they place a gnome in the sun and trace its shadow. They **observe** how the shadow changes as time passes, or as the sun moves across the sky. In their second **investigation**, they use model gnomes to **analyze** how to move a light source to change the shape and length of the shadow of the gnome. **Interpreting this data**, they **construct an explanation** about what causes a shadow to move.	Students consider the movement of shadows to be caused by the **pattern** of the sun's movement across the sky.
Mystery 2 Read Along What does your shadow do when you're not looking?	1-ESS1-1	Sun, Shadows, & Daily Patterns	Each day, the Sun moves across the sky in an arch shape. It is low in the mornings, high in the afternoon, and low again in the evenings. When the Sun is low in the sky, it makes shadows long. When it is high in the sky, shadows are short. If you look closely, you'll notice your shadow also changes sides in the morning and evening. **DCIs: ESS1.A**	Students **conduct an investigation** to gather information about how their shadow changes throughout the day. They trace their shadow in the morning and afternoon, then **analyze the data** to identify differences in the shadows. Using the data, they **construct an explanation** about why their shadows point in different directions.	Students explain changes in shadows by considering the **patterns** in the Sun's movement across the sky. They identify the **cause and effect** relationship between the height of the Sun in the sky and a shadow's length and direction.
Mystery 3 How can the sun help you if you're lost?	1-ESS1-1	Sun & Daily Patterns	The Sun's movement across the sky is a pattern! We can use its path to help us figure out the direction we're headed. Since we know the Sun always rises in the east, moves across the sky, and sets in the west, we can use the time of day and the Sun's position to figure out which way is east and which way is west. **DCIs: ESS1.A**	Students develop a Sun Finder, a **model** of the Sun's movement across the sky. **Using the model**, they reason about how the sun can help guide them during the day. Since they know that they walked toward the Sun to get to their friend's house in the morning, they must use **evidence to argue** whether they should walk toward or away from the Sun to get home in the afternoon.	Students analyze the **pattern** of the Sun's movement across the sky each day.

(continued)

Spinning Sky (6-9 weeks)

Sun, Moon, & Stars

Grade 1 Mystery Science & NGSS Alignment - Earth & Space Science (ESS)

Grade 1 Earth & Space Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 4 Read Along Why do you have to go to bed early in the summer?	1-ESS1-2	Sun & Seasonal Patterns	Depending on the season, it takes different amounts of time for the Sun to move across the sky. This makes it seem like some seasons have longer days, and others have shorter days. During the summer, the Sun rises earlier and sets later - there are *more* hours of daylight. In the winter, the Sun rises later and sets earlier - there are *less* hours of daylight. **DCIs: ESS1.B**	Students **obtain information** about the seasonal patterns of sunrise and sunset through a printable student reader. Students read the text independently to determine seasonal daylight patterns.	Students consider the **pattern** that there are more hours of daylight during the summer than there are in the winter.
Mystery 5 Why do the stars come out at night?	1-ESS1-1	Stars & Daily Patterns	It seems that stars only come out at night, but they are actually always there. It's just that we can only *see* them at night. We can't see stars during the day because the Sun is out and its brightness outshines the stars. When the Sun sets, the stars are not outshone and you can see them. It isn't just the Sun that outshines stars, this is true about any bright light. If the moon is very bright, or there are bright city lights, it will be harder to see stars. **DCIs: ESS1.A**	Students **develop and use a model** of the Big Dipper in the night sky. They **carry out an investigation** to determine why stars are only visible in the night sky. Students **construct an explanation** about the stars being outshone by the Sun in the daytime sky, and then being visible again when the Sun sets.	Students consider the **pattern** that the stars are only visible in the night sky. They explore the **cause and effect** relationship between the Sun's brightness and the visibility of the stars.
Mystery 6 Read Along How can stars help you if you get lost?	1-ESS1-1	Stars & Seasonal Patterns	There are groups of stars in the sky that form a pattern; they are called constellations. One constellation, the Big Dipper, can help us find where the North Star is! Even though the Big Dipper changes its spot in the sky in different seasons, it always points to the North Star. **DCIs: ESS1.A**	Students **obtain, evaluate, and communicate information** about the cardinal directions. They **conduct an investigation** to determine which direction each part of their classroom is facing.	Students consider the **pattern** that stars are in different places in the sky during different seasons. They consider the **pattern** that the Big Dipper help us find the North Star.

Lights & Sounds (6-9 weeks)

Properties of Light & Sound

Grade 1 Mystery Science & NGSS Alignment - Physical Science (PS)

Profound Perspective: This unit will develop the idea that by exploring the properties of light and sound, human beings create fun and useful things.

Grade 1 Physical Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 How do they make silly sounds in cartoons?	1-PS4-1	Sounds, Vibrations	There are so many different types of sounds! Some are loud, soft, high, low, or even silly. People are capable of making a lot of different sounds. Each sound is made with a back and forth movement, called a vibration. Different vibrations make different sounds. **DCIs: PS4.A**	Students **carry out investigations** exploring how to make different sounds. First, they use their hands and feet to make the sounds of a rain storm. Next, they use the vibration of a ruler to create a 'boing' sound as the soundtrack to a bouncing ball animation. Students **construct the explanation** that objects vibrate when they make a sound, and if the vibration stops, the sound stops as well.	Students consider the relationship between vibrations **(cause)** and sound **(effect)**.
Mystery 2 Read Along Where do sounds come from?	1-PS4-1	Sounds, Vibrations	Sounds are caused by an object vibrating. If a vibration stops, then the sound will stop too. Musical instruments make many unique and interesting sounds! When an instruments makes music, it comes from a part of the instrument vibrating. **DCIs: PS4.A**	Students **carry out investigations** to explore different sounds and how they are created. They create three different sound makers and **construct an explanation** about where the vibrations are happening in each sound experiment.	Students consider the relationship between vibrations **(cause)** and sound **(effect)**.
Mystery 3 What if there were no windows?	1-PS4-3	Light, Materials, Transparent & Opaque	Glass is a transparent material, it is see-through and light can pass through it. Imagine what life would have been like with no glass. There would have been no windows, no eyeglasses, and even no windshields in a car! There are also materials that are *somewhat* see-through (some light can pass through) called translucent materials. Materials that are not see-through at all (no light can pass through) are called opaque materials. **DCIs: PS4.B**	Students **investigate** the difference between transparent, translucent, and opaque materials by sorting them. They determine whether a material is transparent, translucent or opaque. Students then create a stained glass window using tissue paper. In this activity, they **construct an argument** to answer what happens to tissue paper when it is layered.	Students reason about the **cause and effect** relationship between the type of material (cause) and the amount of light that can pass through it (effect).

(continued)

Lights & Sounds (6-9 weeks)

Properties of Light & Sound

Grade 1 Mystery Science & NGSS Alignment - Physical Science (PS)

Grade 1 Physical Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 4 Read Along Can you see in the dark?	1-PS4-2	Illumination	If you've ever been in a completely dark space, you know you can't see anything! Even the slightest bit of light helps us see our surroundings. In a dark room there is often light from the hallway coming in through the crack under the door. The night sky is full of bright stars, and roads have street lights. Objects can only be seen if they are illuminated or give off their own light. **DCIs: PS4.B**	Students **carry out an investigation** using a Mystery Box. They look inside the completely dark box to see if they can see the shape of the object inside. They allow more light in through peepholes to illuminate the object and allow them to see it. Students use their observations to **construct the explanation** that objects need light to be seen.	Students consider the **cause and effect** relationship between light (cause) and being able to see objects (effect).
Mystery 5 How could you send a secret message to someone far away?	1-PS4-4 K-2-ETS1-2	Engineering & Communication	People use many different devices to communicate over long distances. Cell phones and iPads help us communicate with people far away, but they had to be invented. People don't just communicate with sound, we can also use light. A great example is a traffic light which tells cars to go, slow down, or stop using light signals. **DCIs: PS4.C, ETS1.B**	Students are presented with the problem that they need to send a message at night, without using noise. They **design a solution** with a partner by correlating light colors to a specific message. Using their secret code, partners take turns communicating information across the room with light signals.	Students consider light signals and their understood meaning as a **pattern**.
Mystery 6 Read Along How do boats find their way in the fog?	1-PS4-4	Lights, Sounds, & Communication	Colors, lights, and sounds help us communicate over long distances. Sounds can even help us communicate when it is difficult to see. People who drive cars and boats use colors, lights, and sounds to help them find their way around the road or sea. **DCIs: PS4.C**	Students **obtain information** about light and sound signals. They play red light/green light to practice responding to common signals. Students **conduct an investigation** of different sounds. They find their 'sound partner'--the student who has the same sound object in their cup. Students **analyze** different sounds with their eyes closed. They determine which type of sound they heard.	Students consider that different light and sound signals form a **pattern** used for communication.

Grade 4 Planning Guide

Kindergarten Planning Guide | Grade 1 Planning Guide | Grade 2 Planning Guide
Grade 3 Planning Guide | Grade 4 Planning Guide | Grade 5 Planning Guide
Combined K-5 Planning Guide

What is Included in this Document?

Grade Level Pacing Guides
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Pacing Guide
Human Machine (Life Science Unit)
Birth of Rocks (Earth & Space Science Unit)
Waves of Sound (Physical Science Unit)
Energizing Everything (Physical Science Unit)

Grade 4

Mystery Science recommends teaching the mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) are designed to take an hour per week, with 2 hours of Optional Extras per Mystery.

	Human Machine (4-8 weeks)	Birth of Rocks (4-8 weeks)	Waves of Sound (3-6 weeks)	Energizing Everything (8-16 weeks)
Week 1	Mystery 1: Why do your biceps bulge? ***(4-LS1-1)***	Mystery 1: Could a volcano pop up where you live? ***(4-ESS1-1 and 4-ESS2-2)***	Mystery 1: How far can a whisper travel? ***(4-PS4-1 and 4-PS4-3)***	Mystery 1: How is your body similar to a car? ***(4-PS3-1 and 4-PS3-4)*** ****Revised April 2019***
Week 2	Mystery 2: What do people who are blind see? ***(4-LS1-1, 4-LS1-2 and 4-PS4-2)***	Mystery 2: Why do some volcanoes explode? ***(4-ESS1-1)***	Mystery 2: What would happen if you screamed in outer space? ***(4-PS4-1)***	Mystery 2: What makes roller coasters go so fast? ***(4-PS3-1 and 4-PS3-3)*** ****Revised Summer 2019***
Week 3	Mystery 3: How can some animals see in the dark? ***(4-LS1-1, 4-LS1-2 and 4-PS4-2)***	Mystery 3: Will a mountain last forever? ***(4-ESS1-1 and 4-ESS2-1)***	Mystery 3: Why are some sounds high and some sounds low? ***(4-PS4-1)***	Mystery 3: Why is the first hill of a roller coaster always the highest? ***(4-PS3-3)*** ****Revised Summer 2019***
Week 4	Mystery 4: How does your brain control your body? ***(4-LS1-1 and 4-LS1-2)***	Mystery 4: How could you survive a landslide? ***(4-ESS2-1 and 4-ESS3-2)***		Mystery 4: Could you knock down a building using only dominoes? ***(4-PS3-4 and 3-5-ETS1-1)***
Week 5				Mystery 5: Can you build a chain reaction machine? ***(4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2 and 3-5-ETS1-3)***
Week 6				Mystery 6: What if there were no electricity? ***(4-PS3-2 and 4-PS3-4)***
Week 7				Mystery 7: How long did it take to travel across the country before cars and planes? ***(4-PS3-2 and 4-PS3-4)***
Week 8				Mystery 8: Where does energy come from? ***(4-ESS3-1)***

Have extra time? "Optional Extras" are extensions to each Mystery. We recommend you use them during your unit or to extend the length of each unit. They include an informational text reading that builds on the Mystery's topic, assessments, and suggestions for supplemental activities.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Optional Extras to extend each Mystery if you have more time.	Add a week after each Mystery to teach items from the Optional Extras.	If you want to extend the Mystery but don't have extra time, use Optional Extras during literacy time.

Human Machine (4-8 weeks)

Body, Senses, & the Brain

Grade 4 Mystery Science & NGSS Alignment - Life Science (LS)

Profound Perspective: Your body is like a machine or robot. It has parts for moving around, sensors, a built-in computer (and it all even runs on power--but that's a topic for a later time).

Grade 4 Life Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 Why do your biceps bulge?	4-LS1-1	Muscles & Skeleton	Like a machine or robot, the body has parts, or structures, for moving around (e.g. the limbs). In order to move (one of the body's functions), the body needs at least two things: muscles and bones. The contraction of your muscles pulls on tendons, which in turn pull on the bones, causing you to move. Your external parts (such as appendages) are controlled by your brain like a marionette puppet (a topic we explore in Mystery 4). **DCIs: LS1.A**	Students **build a model** of a finger that they then use to **construct an explanation** for how fingers move.	Students consider how human motion is made possible by a **system** of muscles, tendons and bones. Students consider the **cause and effect** relationship between tendons and the muscles and bones that they move.
Mystery 2 What do people who are blind see?	4-LS1-1 4-LS1-2 4-PS4-2	Eyes & Vision	Continuing the analogy of the body as a machine or robot, we now consider its "sensors"--the sensory organs, in this lesson focusing specifically on the eyes. Students discover the basics of how their eyes work, and figure out some of the causes of vision problems. **DCIs: LS1.A; *Foundational for* LS1.D, PS4.B**	Students **build a model** of a eyeball that they then use to **construct an explanation** of why some people have blurry vision.	Students think about how the eye works as a **system** of different parts that interact to facilitate vision. Students consider how light interacts with the system to determine what images we see (**cause and effect**.)
Mystery 3 How can some animals see in the dark?	4-LS1-1 4-LS1-2 4-PS4-2	How Eyes Work	Students delve further into the workings of the eye, exploring the function of their iris and pupil. **DCIs: LS1.A; *Extends* LS1.D, PS4.B**	Students **conduct an investigation** to see how pupils change in response to light. Students **build a model** of an eye (extending the model they built in Mystery 3) to **explain** how changes in pupil size changes the image that appears on the retina.	Students continue to think about how the eye works as a **system** and how changes to each part impact the system as a whole. Students also reason about the effect of changes in pupil size (**cause and effect).**
Mystery 4 How does your brain control your body?	4-LS1-1 4-LS1-2	Brain & Nerves	Continuing the analogy of the body as a machine or robot, we finally consider the body's 'build-in computer' or central processor: the brain, and its accompanying nerves. Students explore the brain's role in receiving information from the senses, processing that information, and controlling the muscles to enable movement. **DCIs: LS1.A, LS1.D**	Students **conduct investigations** to explore how the brain processes information and responds to that information. Students **analyze and interpret data** from the investigations to determine how fast their reflexes are.	Students identify **patterns** based on how their brains process information.

Birth of Rocks (4-8 weeks)

Rock Cycle, Erosion, & Natural Hazards

Grade 4 Mystery Science & NGSS Alignment - Earth & Space Science (ESS)

Profound Perspective: Every rock has a story that it tells, if you know how to "read" it, i.e. by identifying *patterns* and knowing the *causes* of how the various rocks are formed. Take any place that seems mundane to people now--like a parking lot--and a rock will tell you something extraordinary about what that place *used* to be like: it may well have been the site of a volcano. You will soon discover that nowhere on earth has been mundane forever. One of the most seemingly dull things you can imagine--a simple rock--is actually the relic of something astounding.

Grade 4 Earth Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 Could a volcano pop up where you live?	4-ESS1-1 4-ESS2-2	Volcanoes, Rock Cycle & Earth's Surface	Rocks begin as lava--volcanic rocks are lava that has been frozen in time. Volcanoes don't just exist--they *form*, or 'pop up'. There is a pattern to where most volcanoes exist today on the earth. And yet dead volcanoes--and volcanic rock they erupted--can be found in *lots* of places. (So the pattern today isn't necessarily what it used to be.) You can look for volcanic rocks near you. **DCIs: ESS1.C, ESS2.B**	Students **analyze and interpret data** from recent volcanic eruptions. They use their findings as **evidence for an argument** that volcanoes are (or are not) likely to erupt in their backyard.	Students identify **patterns** about the location of the world's volcanoes and use these patterns as evidence to support an argument about why a volcano may or may not erupt in their backyard.
Mystery 2 Why do volcanoes explode?	4-ESS1-1	Volcanoes, Lava & Rock Cycle	Volcanic rocks are lava frozen in time. There are two primary types of lava, each of whose thickness explains two major differences in a volcano's shape & style of eruption. These two lavas also account for two commonly observed volcanic rocks that you might find. **DCIs: *Foundational for* ESS2.B; *Extends* ESS2.B**	Student **conduct an investigation** to **construct an explanation** for why some volcanoes explode and why some do not. Students **model** thick and thin lava to conduct their investigations.	Students reason about the **cause and effect** of the type of lava (cause) and the nature of the eruption (effect) as well as the shape of the volcano (effect).
Mystery 3 Will a mountain last forever?	4-ESS1-1 4-ESS2-1	Weathering & Destructive Forces	Rock does not stay as massive monoliths of volcanoes--it tends to get broken into smaller pieces ("sediments") over time due to natural forces ("weathering"), and tumble downhill. You can look for evidence of this where you live. **DCIs: ESS2.A**	Students **conduct an investigation** by **modeling** how rocks erode over time. Students **construct an explanation** for why rocks erode.	Students consider the **cause and effect** of ice and root wedging on rock as it is broken down into small pieces.
Mystery 4 How could you survive a landslide?	4-ESS2-1 4-ESS3-2	Erosion, Natural Hazards & Engineering	The weathering process is not benign; it creates some of the worst natural hazards, including rock falls, landslides, and debris flows. If we are to be safe from these hazards, we have to design solutions to protect us. **DCIs: ESS3.B**	Students **design solutions** to protect their "homes" from rock slides. Students **argue** for the merits of their design.	**Engineering** a solution to landslide hazards **depends on scientific knowledge** about the causes of landslides.

Note: *Mysteries that address DCI ESS2.E are in development.*

Waves of Sound (3-6 weeks)

Sound, Waves, & Communication

Grade 4 Mystery Science & NGSS Alignment - Physical Science (PS)

Profound Perspective: Even though "sound" might seem like a short-lived phenomenon without any real form, it is very much a physical thing, a wave of vibrations traveling through the air. Sound has properties: it takes time to travel, it can be transmitted over a string, manipulated to become high or low, turned into music, even captured and frozen in time. Equipped with this understanding, students can begin to make sense of how sound and music work.

Grade 4 Physical Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 How far can a whisper travel?	4-PS4-1 4-PS4-3	Sound & Vibrations	Sounds aren't something we can see or touch, and so it's easy to dismiss them as not fully real. But if you've experienced an echo before, then clearly there is something interesting and very real about sound--we can even feel and see that sound has something to do with vibrations. Students observe a relationship between sound and vibration, and through the activity, discover evidence that sound isn't merely related to vibrations, but perhaps, *is* a vibration. **DCIs: *Foundational for* PS4.A**	Students document their understanding of how vibrations travel using a **model** of their paper cup telephones. Students then **design their own series of investigations** to figure out how to make their telephone work better in different circumstances. Students **construct an explanation** of how the telephone works. Students extend the lesson by developing a way to send a message using a pattern of sounds.	Students identify **patterns** about the relationship between the tension of the string and the quality of the sound it produces. Students also investigate **patterns** in the how different materials affect the quality of the sound that is transmitted.
Mystery 2 What would happen if you screamed in outer space?	4-PS4-1	Sound & Vibrations	Sound can travel through lots of different materials: through water, through string… it's possible to even *feel* the vibrations in the string, pinch the string, and stop the vibrations from reaching the other side. It would seem that sound is a vibration that must travel from one place to another. So does that mean sound is vibrating the air? (It is.) And what happens if there is no air? (There is no sound!) **DCIs: PS4.A**	Students **conduct investigations** with balloons to experience the vibrations caused by sound of their voices. Students **construct an explanation** that sound is a vibration. Students then **develop a model** to explain how sound travels through a medium and how it can cause distant objects to move.	Students consider the **effect** of vibrations on the movement of distant objects.
Mystery 3 Why are some sounds high and some sounds low?	4-PS4-1	Sound, Vibrations & Waves	Some sounds are very high-pitched, while others are low-pitched. For example, young people can even hear certain high-pitched sounds that adults can no longer hear. What makes one sound high and another low? By examining some musical instruments played in slow motion, we can begin to detect some differences in the vibrations. Special instruments enable us to visualize the resulting air vibrations, and reveal that sound vibrations travel as waves in the air. Students discover that the difference between high and low-pitched sounds has to do with the length of these waves ("wavelength"). **DCIs: PS4.A**	Students **analyze and interpret data** from oscilloscopes to determine how wavelengths differ between high and low pitch sounds. Students make claims and **argue from evidence** about which wavelength patterns were generated from different pitches. Students then use a rope to **model** waves created by different pitches and begin to explore the relationship between wavelength and frequency.	Students identify and analyze the oscilloscope **patterns** made by sounds with low and high pitches.

Note: *Mysteries that address DCI PS4.C are in development.*
https://mysteryscience.com/docs/ngss

MYSTERY science

Energizing Everything (8-16 weeks)

Energy & Motion

Grade 4 Mystery Science & NGSS Alignment - Physical Science (PS)

Profound Perspective: "Energy" is a real thing--not just some vague term--almost like a power or substance that causes objects to move, speed up, or slow down. This power or substance can be transferred between objects when they collide. Thinking about the world in terms of energy helps us to make sense of how and why things speed up and slow down.

Grade 4 Physical Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 1 How is your body similar to a car?	4-PS3-1 4-PS3-4	Speed & Energy	When something is moving, it has energy. Moving things get their energy from stored energy, and energy can be *stored* in different ways (gasoline, batteries, food, springs, and rubber bands). Students discover that the faster an object is moving, the more energy it has. They compare models that use thin rubber bands and thick rubber bands to determine how differences in stored energy directly relate to the speed of the object. **DCIs: PS3.B, Foundational for PS3.A**	Students **build a model** of an amusement park ride called the Twist-o-Matic. They use the model to **carry out an investigation** to examine the relationship between energy and speed. Students **analyze and interpret data** from their models, comparing the speed of the ride using a thin versus thick rubber band.	Students explore how **energy** can be stored and released using a rubber band. The amount of **energy** that is put into the **system** is related to the speed of the model spinning around.
Mystery 2 What makes roller coasters go so fast?	4-PS3-1 4-PS3-3	Collisions & Energy Transfer	Giving something "height" (putting it up high) is another way to store energy. When the object falls or drops, that stored energy is released: this explains why roller coasters work, but also bicycling downhill or skiing. The higher up you place an object, the more energy you store in it, and the faster it goes when released or dropped. When an object collides with another object, some of its energy is transferred to the object and some is transferred to the air. **DCIs: PS3.A**	Students **build a model** of a roller coaster and carry out an investigation using marbles. Students **analyze and interpret data** from the model to explain the connection between height, energy, and speed. Students also start to build an understanding of energy transfer as they observe what happens when additional marbles (additional collisions) are added to the model.	Students consider how **energy** is stored, released, and transferred in a **system** as they experiment with their marble roller coasters.
Mystery 3 Why is the first hill of a roller coaster always the highest?	4-PS3-3	Energy Transfer & Engineering	Something that's falling only has as much energy as was stored in it in the first place. This is why you can notice a pattern with roller coasters - the first hill is always the highest. When an object collides with another object, some of its energy is transferred to the object and some is transferred to the air. **DCIs: PS3.B**	Students **conduct an investigation** using a model roller coaster to determine how energy can be stored in the hills of the coaster. Students **analyze and interpret data** from the model to understand that marbles must start at the tops of hills so that they will have enough energy to reach the goal at the end of the track.	Students consider how **energy** is stored and released in a system as they experiment with their marble roller coasters.
Mystery 4 Could you knock down a building using only dominoes?	4-PS3-4 3-5-ETS1-1	Energy & Engineering	We can invent devices that convert stored energy into movement, and transfer that energy to various other objects along a pathway. **DCIs: PS3.A, PS3.C, ETS1.A**	Students begin to **design** a chain reaction machine. They start by figuring out how to connect two components of the chain reaction: the lever and the slide. This is the basis of the machine they will further develop in Mystery 5.	Students consider the ways in which **energy** can be stored, released, and transferred as they trace the path of energy through a chain reaction.

(continued)

Energizing Everything (8-16 weeks)

Energy & Motion

Grade 4 Mystery Science & NGSS Alignment - Physical Science (PS)

Grade 4 Physical Science	Performance Expectations	Topics	Disciplinary Core Ideas (DCIs) (Mystery Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Mystery 5 Can you build a chain reaction machine? (continuation of Mystery 4)	4-PS3-4 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Energy & Engineering	Engineers are people who design or invent solutions to problems by using knowledge of science. All engineers think about what their goal is, come up with multiple ideas, test those ideas out, and repeatedly fail until they figure out what works. **DCIs: PS3.A, PS3.C, ETS1.A**	Students **design** a chain reaction machine that displays a message at the end. The chain reaction machines use multiple components that transfer energy from one part to the next.	Students consider the ways in which energy can be stored and released as they trace the path of energy through a chain reaction.
Mystery 6 What if there were no electricity?	4-PS3-2 4-PS3-4	Electrical Energy	Electricity--the stuff from our outlets and batteries--is a form of energy that we use to produce *movement*, but also light, heat, and more. Just like the energy in a chain reaction machine, electricity moves along a path and so can be transferred from one place to another. We can use such knowledge about electrical energy to design solutions to problems (such as flashlights for seeing in the dark). **DCIs: PS3.B, ETS1.A**	Students **design** a flashlights using batteries, flights and tin foil. Students experiment with different ways of constructing their flashlights so that they turn on and off.	Electricity is a form of **energy** that can be stored (such as in batteries) and transferred via wires, where it is used to produce not only movement, but also light, heat, and more.
Mystery 7 How long did it take to travel across the country before cars and planes?	4-PS3-2 4-PS3-4	Heat, Engines, & Energy Transfer	The invention of the engine was a monumental step forward for human transportation; it used heat energy released from burning fuel to move people and goods over long distances much more safely, cheaply, and quickly. Engines are chain reaction machines--heat is transferred through a device to create movement! **DCIs: PS3.B, PS3.D**	Students build a paper spinner and **conduct an investigation** to explain how heat makes things move.	Heat is a form of **energy** that can be transferred to create movement.
Mystery 8 Where does energy come from?	4-ESS3-1	Energy Resources & Environmental Impacts	Some natural resources such as wood, coal, and natural gases can be burned to release energy. Unfortunately, burnable sources of energy release smoke and cause air pollution. Many scientists are exploring alternative natural sources of energy such as solar, wind, and water. These natural sources don't require burning to release energy. **DCIs: PS3.D, ESS3.A**	Students evaluate the advantages and disadvantages of alternative energy sources to power a town. They **obtain and evaluate information** about the needs of each source of energy and **analyze and interpret data** about the town's resources.	Natural resources such as coal, the sun, wind, and wood can be used for **energy**. Using these resources **(cause)** can damage the **environment (effect)**.

California Studies Weekly - First Grade
Scope and Sequence

View Weekly Unit Standards (/online/standards/correlations/CA1V17/CA)

Welcome to First Grade

Week 1 - Welcome to First Grade

Students will learn about the American and California flags, the Pledge of Allegiance and the history of Labor Day. They will also discuss the importance of being kind to others.

- Welcome to First Grade (https://app.studiesweekly.com/online/content/149453) RI1.1 RI1.10 SL1.1 I.B.5
- Labor Day (https://app.studiesweekly.com/online/content/149457) RI1.10 1.3.1 SL1.4 1.4.1 1.3 SL1.6 K5CST2 RI1.7 1.4.3 1.3.2 W1.8 1.3.3 1.4 I.A.1 I.A.3 II.C.6
- Fun and Games (https://app.studiesweekly.com/online/content/149459) 1.3 RI1.1 I.B.7 I.B.8 1.3.3 L1.5a W1.3 1.3.2 1.3.1 1.4 1.4.1 1.4.3 W1.1 W1.2
- Color the Hidden Picture (https://app.studiesweekly.com/online/content/149460) 1.3 RI1.1 1.3.3 L1.5a I.B.8 I.B.7 1.4.1 1.3.1 1.3.2 W1.1 1.4 W1.3 1.4.3 W1.2
- American Stories (https://app.studiesweekly.com/online/content/149461) 1.3 RI1.1 1.3.3 I.B.7 L1.5a I.B.8 W1.2 1.3.2 W1.1 1.3.1 1.4 1.4.1 W1.3 1.4.3
- The American Flag (https://app.studiesweekly.com/online/content/149462) SL1.1 1.3 RI1.10 II.C.6 1.3.1 1.3.3 RI1.1 RI1.4 I.A.3 III
- The Pledge of Allegiance (https://app.studiesweekly.com/online/content/149465) 1.3 RI1.10 SL1.1 II.C.6 III I.A.3 RI1.4 1.3.1 RI1.1 1.3.3
- California Flag (https://app.studiesweekly.com/online/content/149466) 1.4.1 1.3.1 RI1.10 SL1.4 RI1.7 K5CST2 SL1.6 I.A.1 1.4 II.C.6 1.3 1.3.3 1.4.3 1.3.2 W1.8 I.A.3
- Working Conditions (https://app.studiesweekly.com/online/content/149471) 1.4.1 1.3.1 RI1.10 SL1.4 1.3 1.3.3 RI1.7 SL1.6 1.4 W1.8 1.3.2 1.4.3 I.A.1 I.A.3 II.C.6 K5CST2

Rules

Week 2 - Rules

Students will discuss similarities and differences in rules and responsibilities at home and at school. They will also learn about responsibilities of authority figures at home and school.

- Rules (https://app.studiesweekly.com/online/content/149476) 1.1 RI1.10 W1.8 SL1.2 II.C.6 RI1.1 RI1.10a 1.1.2 I.A.3
- Rules at Home (https://app.studiesweekly.com/online/content/149478) 1.1.1 RI1.10 SL1.1 II.C.6 1.1 I.A.3 1.1.2 RI1.3 RI1.9
- Rules at School (https://app.studiesweekly.com/online/content/149479) 1.1.1 SL1.1 1.1.2 RI1.10 RI1.9 II.C.6 RI1.3 I.A.3 1.1
- Fair Ways to Decide (https://app.studiesweekly.com/online/content/149480) 1.1.1 SL1.2 1.5.3 RI1.10 SL1.1 RI1.3 1.1.2 RI1.9 1.1 I.A.1 II.C.6 I.A.3
- Rules All Over the World (https://app.studiesweekly.com/online/content/149481) SL1.1 1.1 1.1.2 RI1.10 SL1.2 I.A.3 I.A.1 II.C.6 1.5.3 1.1.1 RI1.9 RI1.3

- Spelling Game (https://app.studiesweekly.com/online/content/149482) I.C.10 K5CST1 RI1.10 W1.1 W1.2 W1.3 SL1.5 1.1.1 1.5.3 1.1.2 1.1 II.C.6 RI1.7
- Draw a Picture (https://app.studiesweekly.com/online/content/149483) 1.1.1 RI1.10 SL1.5 K5CST1 W1.1 1.5.3 I.C.10 W1.2 W1.3 RI1.7 1.1.2 1.1 II.C.6
- American Stories: George Washington (https://app.studiesweekly.com/online/content/149484) K5CST1 1.1.1 I.C.10 SL1.5 1.5.3 RI1.10 W1.1 W1.2 W1.3 RI1.7 1.1 II.C.6 1.1.2

Good Citizens

Week 3 - Good Citizens

Students will understand some basic civic values (e.g., fair play, honesty, sportsmanship) and learn about some ways to handle things if they are bullied. Students will also understand the significance of Sally Ride and space travel.

- Good Citizens (https://app.studiesweekly.com/online/content/149485) RI1.10 SL1.1 I.A.1 II.C.6 RI1.1 RI1.7 1.1 1.1.2
- Keeping Something Private (https://app.studiesweekly.com/online/content/149486) RI1.4 1.1.2 RI1.10 SL1.1 SL1.2 II.C.6 RI1.1 1.1 I.A.3
- Bullies (https://app.studiesweekly.com/online/content/149488) RI1.10 SL1.2 1.1.2 SL1.1 RI1.4 RI1.1 II.C.6 1.1 I.A.3
- Fun and Games (https://app.studiesweekly.com/online/content/149491) I.C.10 W1.2 1.4.1 W1.8 W1.1 W1.3 I.A.3 RI1.1 1.1.2 1.1 II.C.6
- Spelling Game (https://app.studiesweekly.com/online/content/149492) I.C.10 W1.1 1.4.1 W1.3 W1.8 W1.2 II.C.6 I.A.3 1.1 1.1.2 RI1.1
- Yes or No (https://app.studiesweekly.com/online/content/149493) I.C.10 W1.8 W1.1 1.4.1 W1.2 W1.3 I.A.3 1.1 1.1.2 II.C.6 RI1.1
- Things You Shouldn't Keep Private (https://app.studiesweekly.com/online/content/149495) RI1.10 1.1.2 RI1.4 SL1.1 SL1.2 RI1.1 I.A.3 1.1 II.C.6
- Sally Ride (https://app.studiesweekly.com/online/content/149497) SL1.1 RI1.10 1.1.2 1.4.1 1.1 II.C.6 RI1.3 RI1.7 RI1.9 I.B.6 K5CST2
- One-Room Schoolhouse (https://app.studiesweekly.com/online/content/149511) RI1.10 SL1.1 RI1.3 1.1 II.C.6 K5CST2 RI1.7 RI1.9 1.1.2 1.4.1 I.B.6

I Am Responsible

Week 4 - I Am Responsible

Students will describe the characteristics of responsible citizenship. They will explain how decisions can be made and conflicts can be resolved in fair ways. They will also learn about the Golden Rule.

- Be a Friend (https://app.studiesweekly.com/online/content/149516) SL1.2 RI1.10 I.A.3 SL1.1 1.1 1.1.2 II.C.6 RI1.1
- I Am Responsible (https://app.studiesweekly.com/online/content/149525) I.A.1 1.1.2 I.A.3 SL1.1 SL1.2 1.1 RI1.1 RI1.10a
- The Golden Rule (https://app.studiesweekly.com/online/content/149526) RI1.10 SL1.1 SL1.2 I.A.3 1.1.2 1.1 RI1.1 II.C.6
- Be Kind and Respectful (https://app.studiesweekly.com/online/content/149528) RI1.10 SL1.1 SL1.2 1.1.2 I.A.3 1.1 RI1.1 II.C.6
- Playground Decisions (https://app.studiesweekly.com/online/content/149529) I.A.2 1.1 SL1.1 RI1.4 1.1.1 1.1.2 RI1.1 RI1.3 II.C.6
- Solving Problems (https://app.studiesweekly.com/online/content/149530) SL1.1

1.1 RI1.4 RI1.1 II.C.6 1.1.2 I.A.2 1.1.1 RI1.3

- Fun and Games (https://app.studiesweekly.com/online/content/149531) I.C.10 W1.8 1.1.2 II.C.6 SL1.2 RI1.1 1.1.1 1.1 I.B.6 W1.3 W1.1 W1.2
- Fill in the Blanks (https://app.studiesweekly.com/online/content/149532) W1.3 1.1.2 W1.8 W1.1 W1.2 SL1.2 II.C.6 I.B.6 1.1 1.1.1 RI1.1 I.C.10

Who Is in Charge?

Week 5 - Who Is in Charge?

Students will learn about authority figures at home, in school and in the community. They will also learn examples of power without authority.

- Who Is in Charge? (https://app.studiesweekly.com/online/content/149533) 1.1.2 SL1.1 1.1.1 RI1.10 RI1.3 RI1.9 II.C.6 1.1 I.A.3 RI1.1
- Rules and Laws (https://app.studiesweekly.com/online/content/149534) 1.1.1 1.1.2 RI1.3 RI1.10 RI1.9 SL1.1 1.1 II.C.6 RI1.1 I.A.3
- Making and Enforcing Laws (https://app.studiesweekly.com/online/content/149535) SL1.2 RI1.10 RI1.4 RI1.1 1.1 I.A.1 1.1.1 1.1.2 II.C.6
- Rules at School (https://app.studiesweekly.com/online/content/149536) SL1.2 RI1.4 1.1.2 1.1.1 I.A.1 II.C.6 RI1.1 1.1 RI1.10
- Rules at Home (https://app.studiesweekly.com/online/content/149537) RI1.10 RI1.4 SL1.2 I.A.1 1.1 1.1.1 1.1.2 II.C.6 RI1.1
- School Property (https://app.studiesweekly.com/online/content/149538) RI1.4 1.1.1 SL1.1 1.1 1.1.2 RI1.1 I.A.1 I.B.7
- Handling Conflict (https://app.studiesweekly.com/online/content/149539) 1.1.1 RI1.4 SL1.1 I.A.1 RI1.1 1.1 1.1.2 I.B.7
- Seat Belts (https://app.studiesweekly.com/online/content/149540) RI1.4 1.1.1 SL1.1 I.B.7 1.1.2 1.1 RI1.1 I.A.1
- Yes or No (https://app.studiesweekly.com/online/content/149541) I.C.10 W1.8 SL1.4 SL1.5 1.1.1 I.C.12 II.C.6 RI1.1 1.1 1.1.2
- Complete the Sentence (https://app.studiesweekly.com/online/content/149542) W1.8 SL1.4 SL1.5 I.C.12 II.C.6 1.1.1 1.1 RI1.1 I.C.10
- Draw a Picture (https://app.studiesweekly.com/online/content/149605) SL1.4 W1.8 SL1.5 I.C.12 II.C.6 1.1.1 RI1.1 I.C.10 1.1 1.1.2

Fact or Fiction?

Week 6 - Fact or Fiction?

Students will distinguish between fact and fiction and recognize the difference between real people and fictional characters. They will understand Dr. Martin Luther King Jr.'s role in fighting for individual rights for citizenship.

- The Story of Goldilocks (https://app.studiesweekly.com/online/content/149607) RL1.5 SL1.1 1.1.2 I.A.3 K5REPOV3 1.1 RI1.1 I.A.1 RI1.9 RI1.3
- The Story of Aladdin (https://app.studiesweekly.com/online/content/149608) RI1.9 1.5.3 RI1.3 I.A.1 I.B.8 SL1.1c K5REPOV3 RI1.1
- Little Red Riding Hood (https://app.studiesweekly.com/online/content/149609) I.B.8 RI1.3 I.A.1 1.5.3 RI1.9 RI1.1 SL1.1c
- Martin Luther King Jr. (https://app.studiesweekly.com/online/content/149611) W1.8 RI1.1 II.C.6 RI1.3 1.1 1.1.2 I.A.3 RI1.9 I.B.8 K5REPOV3
- Brave and Honest (https://app.studiesweekly.com/online/content/149612) 1.1.2

RI1.3 I.A.3 RI1.1 K5REPOV3 RI1.9 1.1 I.B.8 II.C.6 W1.8

- Spelling Game (https://app.studiesweekly.com/online/content/149613) I.C.12 I.C.10 1.1 RI1.7 K5REPOV3 II.C.6 1.5.3 RI1.9 W1.8 1.1.2 W1.1 W1.2 W1.3
- Fact or Fiction (https://app.studiesweekly.com/online/content/149614) I.C.12 K5REPOV3 I.C.10 1.1 RI1.7 1.5.3 RI1.9 W1.8 II.C.6 W1.1 W1.2 W1.3 1.1.2
- Fact or Fiction? (https://app.studiesweekly.com/online/content/149618) I.A.1 SL1.1 RI1.1 1.1.2 K5REPOV3 1.1 I.A.3 RL1.5 RI1.9 RI1.3
- Made-up Stories (https://app.studiesweekly.com/online/content/149653) RI1.9 I.A.1 I.B.8 RI1.3 RI1.1 K5REPOV3 SL1.1c 1.5.3
- Abraham Lincoln (https://app.studiesweekly.com/online/content/149655) RI1.3 W1.8 1.1 1.1.2 RI1.9 RI1.1 I.A.3 K5REPOV3 I.B.8 II.C.6
- Word Search (https://app.studiesweekly.com/online/content/158790) RI1.7 W1.1 I.C.12 K5REPOV3 1.1.2 1.1 RI1.9 W1.2 W1.3 W1.8 I.C.10 II.C.6 1.5.3

Celebrate America

Week 7 - Celebrate America

Students will expand their knowledge of how American symbols and patriotic activities reflect the shared values, principles and beliefs of Americans.

- Celebrate America (https://app.studiesweekly.com/online/content/149682) RI1.1 1.3 RI1.10a 1.3.3 RI1.7 I.A.3 II.C.6 RI1.4 SL1.1 I.A.1
- The Bald Eagle (https://app.studiesweekly.com/online/content/149684) RI1.1 II.C.6 1.3.3 I.A.1 RI1.7 RI1.4 1.3 1.3.2 SL1.2 K5CST1
- Patriotism (https://app.studiesweekly.com/online/content/149686) 1.3 1.3.2 RI1.1 RI1.7 I.A.1 RI1.4 1.3.3 II.C.6 K5CST1 SL1.2
- Fact or Opinion (https://app.studiesweekly.com/online/content/149690) 1.3 RI1.1 I.C.12 1.3.3 W1.1 W1.2 W1.3 W1.8 1.3.2 I.B.6 RI1.9 I.C.9
- Memorial Day (https://app.studiesweekly.com/online/content/149693) II.C.6 I.A.1 1.3 1.3.3 RI1.4 RI1.7 1.3.2 K5CST1 RI1.1 SL1.2
- Columbus Day (https://app.studiesweekly.com/online/content/149694) I.B.6 II.C.6 I.A.1 RI1.1 SL1.1c 1.3.3 1.3.2 1.3 RI1.2 RI1.4 K5CST1 K5REPOV2
- The Declaration of Independence (https://app.studiesweekly.com/online/content/149695) 1.3.2 SL1.1c I.A.1 I.B.6 II.C.6 1.3.3 RI1.1 RI1.4 K5REPOV2 RI1.2 1.3 K5CST1
- Independence Day (https://app.studiesweekly.com/online/content/149697) II.C.6 I.A.1 I.B.6 RI1.1 SL1.1c 1.3.2 1.3.3 RI1.2 K5REPOV2 1.3 RI1.4 K5CST1
- Fill in the Blanks (https://app.studiesweekly.com/online/content/149698) I.C.12 1.3.3 1.3 1.3.2 RI1.1 I.C.9 W1.8 W1.2 W1.3 W1.1 RI1.9 I.B.6
- Churches Have Bells Too! (https://app.studiesweekly.com/online/content/156675) RI1.1 I.A.3 1.3 1.3.3 RI1.10a RI1.4 RI1.7 SL1.1 I.A.1 II.C.6
- U.S. Constitution (https://app.studiesweekly.com/online/content/156703) 1.3 SL1.1c 1.3.2 1.3.3 K5CST1 I.A.1 RI1.1 RI1.2 RI1.4 I.B.6 II.C.6 K5REPOV2

American Monuments

Week 8 - American Monuments

Students will expand their knowledge of important buildings, statues and monuments associated with American history. They will identify people from the past who have shown character ideals and principles.

- American Monuments, Part I (https://app.studiesweekly.com/online/content/149773) 1.3

1.3.3 RI1.1 I.A.1 SL1.2 SL1.1 RI1.10

- Lincoln Memorial (https://app.studiesweekly.com/online/content/149774) 1.3 1.3.3 RI1.6 RI1.1 RI1.3 II.C.6 I.A.1 RI1.10 SL1.1 SL1.2
- The Empire State Building (https://app.studiesweekly.com/online/content/149775) RI1.3 SL1.6 1.3 RI1.6 1.3.3 RI1.9 K5REPOV2 I.A.1 I.A.3 II.C.6 SL1.1 RI1.10
- Franklin Delano Roosevelt Memorial (https://app.studiesweekly.com/online/content/149777) RI1.3 RI1.6 RI1.1 1.3.3 1.3 SL1.1 I.A.1 II.C.6 RI1.10 SL1.2
- American Stories: Salem Poor (https://app.studiesweekly.com/online/content/149779) 1.3.3 1.3 W1.1 W1.2 RI1.10 RI1.1 SL1.2 W1.3 II.C.6 RI1.9 I.B.6 I.C.10
- Jefferson Memorial (https://app.studiesweekly.com/online/content/149780) RI1.3 RI1.1 1.3 1.3.3 RI1.10 SL1.1 RI1.6 II.C.6 SL1.2 I.A.1
- Memorials Help Us Remember (https://app.studiesweekly.com/online/content/149782) 1.3 1.3.3 RI1.1 RI1.3 RI1.6 I.A.1 RI1.10 SL1.2 SL1.1 II.C.6
- American Monuments, Part II (https://app.studiesweekly.com/online/content/149786) 1.3.3 1.3 RI1.1 I.A.1 SL1.1 RI1.10 SL1.2
- Golden Gate Bridge (https://app.studiesweekly.com/online/content/149801) 1.3 1.3.3 RI1.3 RI1.9 SL1.6 RI1.6 II.C.6 SL1.1 RI1.10 I.A.3 I.A.1 K5REPOV2
- Yes or No (https://app.studiesweekly.com/online/content/149803) 1.3 1.3.3 RI1.10 RI1.1 W1.1 II.C.6 W1.2 W1.3 K5CST4 I.C.10 RI1.9 SL1.2 I.B.6 K5CST1
- Write an X (https://app.studiesweekly.com/online/content/149805) 1.3.3 1.3 W1.2 W1.3 I.B.6 II.C.6 W1.1 I.C.10 SL1.2 RI1.10 RI1.1 RI1.9 K5CST4 K5CST1

Presidents and Patriots

Week 9 - Presidents and Patriots

Students will expand their knowledge of presidents and other patriots in the U.S. (e.g., John Adams, Thomas Jefferson, Abraham Lincoln, George Washington, Crispus Attucks, Ronald Reagan).

- Presidents and Patriots (https://app.studiesweekly.com/online/content/149821) RI1.3 1.3 RI1.7 I.A.1 I.A.2 RI1.9 SL1.2 K5CST1
- John Adams (https://app.studiesweekly.com/online/content/149822) 1.3 RI1.2 1.3.2 I.A.1 II.C.6 SL1.4 K5CST1 SL1.1
- Thomas Jefferson (https://app.studiesweekly.com/online/content/149823) RI1.2 1.3 1.3.2 II.C.6 I.A.1 SL1.1 SL1.4 K5CST1
- Presidents Day (https://app.studiesweekly.com/online/content/149824) 1.3.2 1.3 RI1.2 II.C.6 I.A.1 K5CST1 SL1.1 SL1.4
- Crispus Attucks (https://app.studiesweekly.com/online/content/149826) RI1.9 1.3 1.3.1 RI1.7 I.A.1 II.C.6 RI1.10 SL1.1 SL1.4 K5CST1
- Yankee Doodle (https://app.studiesweekly.com/online/content/149828) RI1.7 RI1.9 1.3.1 1.3 II.C.6 I.A.1 RI1.10 SL1.1 K5CST1 SL1.4
- Ronald Reagan (https://app.studiesweekly.com/online/content/149832) RI1.7 1.3.1 1.3 RI1.9 I.A.1 II.C.6 RI1.10 SL1.4 SL1.1 K5CST1
- Fill in the Blanks (https://app.studiesweekly.com/online/content/149834) 1.3 II.C.6 I.C.10 I.B.6 K5CST1 SL1.4 RI1.7 W1.8 RI1.1 W1.1 W1.2 W1.3
- Matching Game (https://app.studiesweekly.com/online/content/149836) 1.3 I.B.6 II.C.6 RI1.1 RI1.7 I.C.10 W1.1 W1.8 SL1.4 K5CST1 W1.3 W1.2
- Connect the Dots (https://app.studiesweekly.com/online/content/149837) 1.3 II.C.6 I.B.6 I.C.10 W1.1 RI1.1 W1.8 SL1.4 RI1.7 K5CST1 W1.3 W1.2

Rights and Responsibilities

Week 10 - Rights and Responsibilities

Students will learn about major elected officials (e.g., president, governor) and understand that there are sources of authority for those who make laws and rules.

- Rights and Responsibilities (https://app.studiesweekly.com/online/content/149840) 1.1.2 I.A.1 I.A.2 RI1.2 1.1 RI1.6 RI1.10a RI1.5 SL1.1
- Right to Property (https://app.studiesweekly.com/online/content/149842) I.A.1 II.C.6 1.1 1.1.1 1.1.2 RI1.1 RI1.10 SL1.1 SL1.2 SL1.4
- The President (https://app.studiesweekly.com/online/content/149843) 1.1 1.1.1 I.A.1 II.C.6 RI1.10 1.1.2 RI1.1 SL1.1 SL1.2 SL1.4
- Government Leadership (https://app.studiesweekly.com/online/content/149845) 1.3.3 RI1.7 I.A.1 II.C.6 1.1.2 1.1 1.1.1 RI1.9 SL1.2 RI1.10 SL1.1
- The Laws of Our Country (https://app.studiesweekly.com/online/content/149846) II.C.6 1.3.3 1.1.2 RI1.7 I.A.1 RI1.10 RI1.9 1.1 1.1.1 SL1.1 SL1.2
- Word Search (https://app.studiesweekly.com/online/content/149848) III 1.1.2 1.1.1 1.1 RI1.1 W1.3 W1.1 W1.2 1.3.3 RI1.10 II.C.6
- Find the Way! (https://app.studiesweekly.com/online/content/149850) 1.1 1.1.1 RI1.1 III 1.1.2 W1.3 W1.2 W1.1 RI1.10 II.C.6
- Voting (https://app.studiesweekly.com/online/content/149853) 1.1 II.C.6 I.A.1 1.1.1 1.1.2 RI1.1 RI1.10 SL1.1 SL1.2 SL1.4
- The Constitution (https://app.studiesweekly.com/online/content/149854) I.A.1 RI1.7 II.C.6 1.3.3 1.1.2 SL1.2 1.1 1.1.1 SL1.1 RI1.9 RI1.10
- Yes or No (https://app.studiesweekly.com/online/content/149873) 1.1 RI1.1 III 1.1.1 1.1.2 W1.2 W1.3 W1.1 RI1.10 II.C.6

Past, Present and Future

Week 11 - Past, Present and Future

Students will learn the meaning of past, present and future. Additionally, students will apply calendar time to events in their school and community.

- Past, Present and Future (https://app.studiesweekly.com/online/content/151635) I.A.1 I.A.2 RI1.3 RI1.9 RI1.4 SL1.2 K5CST2
- The Past (https://app.studiesweekly.com/online/content/151636) II.C.6 1.4 I.A.1 SL1.4 W1.8 K5CST2 RI1.3 RI1.9 RI1.1
- The Present (https://app.studiesweekly.com/online/content/151637) II.C.6 RI1.1 1.4 I.A.1 K5CST2 W1.8 RI1.3 RI1.9 SL1.4
- The Future (https://app.studiesweekly.com/online/content/151638) I.A.1 1.4 II.C.6 RI1.1 RI1.9 RI1.3 W1.8 SL1.4 K5CST2
- The Days of the Week and the Months of the Year (https://app.studiesweekly.com/online/content/151639) 1.4 II.C.6 I.A.1 I.A.3 RI1.1 SL1.1 RI1.7 RI1.4 K5CST2
- Calendars (https://app.studiesweekly.com/online/content/151640) 1.4 I.A.1 II.C.6 SL1.1 RI1.4 I.A.3 RI1.1 RI1.7 K5CST2
- The Aztec Calendar (https://app.studiesweekly.com/online/content/151643) II.C.6 1.4 I.A.3 RI1.7 K5CST2 I.A.1 RI1.4 RI1.1 SL1.1
- Fun and Games (https://app.studiesweekly.com/online/content/151646) II.C.6 1.4 I.C.12 RI1.1 RI1.3 K5CST2 W1.1 W1.2 W1.3 SL1.5
- Past, Present or Future (https://app.studiesweekly.com/online/content/151647) 1.4

II.C.6 SL1.5 I.C.12 W1.2 W1.1 W1.3 RI1.1 RI1.3 K5CST2

- Complete Each Sentence (https://app.studiesweekly.com/online/content/151648) II.C.6 1.4 SL1.5 I.C.12 W1.3 W1.2 RI1.1 K5CST2 W1.1 RI1.3

What Is History?

Week 12 - What Is History?

Students will discuss what history is and how they can learn about history. They will also discuss family traditions. Students will understand the importance of the Declaration of Independence.

- What Is History? (https://app.studiesweekly.com/online/content/151649) RI1.2 RI1.4 RI1.10 RI1.10a I.A.2 I.A.1 1.4
- History is Everywhere (https://app.studiesweekly.com/online/content/151650) RI1.7 SL1.2 I.A.1 II.C.6 I.B.8 RI1.1 1.4
- Visit a Museum (https://app.studiesweekly.com/online/content/151651) I.A.1 RI1.1 RI1.7 SL1.2 I.B.8 II.C.6 1.4
- Pictures give us Clues (https://app.studiesweekly.com/online/content/151652) RI1.1 SL1.1 SL1.4 RI1.4 II.C.6 K5CST2 I.B.8 I.A.1 1.3.3 1.4 RI1.7
- Everyone has Rights (https://app.studiesweekly.com/online/content/151653) RI1.1 RI1.4 SL1.1 SL1.4 K5CST2 1.3.3 1.4 RI1.7 I.B.8 I.A.1 II.C.6
- Family Traditions (https://app.studiesweekly.com/online/content/151654) SL1.1 RI1.1 RI1.4 K5CST2 SL1.4 I.A.1 RI1.7 1.3.3 1.4 I.B.8 II.C.6
- Special Days (https://app.studiesweekly.com/online/content/151655) SL1.4 RI1.4 SL1.1 RI1.1 K5CST2 1.3.3 II.C.6 1.4 I.A.1 I.B.8 RI1.7
- Spelling Game (https://app.studiesweekly.com/online/content/151656) I.C.10 RF1.2 RI1.7 II.C.6 1.3.3 L1.5a 1.4
- Circle the Pictures (https://app.studiesweekly.com/online/content/151668) L1.5a RI1.7 RF1.2 II.C.6 I.C.10 1.4 1.3.3
- Circle the Words (https://app.studiesweekly.com/online/content/151669) RI1.7 RF1.2 L1.5a II.C.6 I.C.10 1.3.3 1.4

The First Thanksgiving

Week 13 - The First Thanksgiving

Students will expand their knowledge of this American holiday. They will discuss reasons the Pilgrims came to America and what life was like for them in a new land. They will also discuss the difference between traditions and customs.

- The 66 Day Journey (https://app.studiesweekly.com/online/content/151671) 1.4.2 RI1.4 1.3.2 I.A.1 I.B.6 II.C.6 SL1.1c 1.4 RI1.3 RI1.9
- Wampanoag Indians (https://app.studiesweekly.com/online/content/151672) 1.3.2 RI1.4 1.4.2 I.A.1 I.B.6 1.4 II.C.6 RI1.3 RI1.9 SL1.1c
- Began to Build their Community (https://app.studiesweekly.com/online/content/151673) 1.3.2 1.4.2 RI1.4 I.A.1 I.B.6 II.C.6 1.4 RI1.3 RI1.9 SL1.1c
- A Big Feast to Celebrate (https://app.studiesweekly.com/online/content/151674) RI1.1 SL1.4 W1.8 1.3 SL1.1 I.C.9 I.A.3 II.C.6 RI1.3 1.3.2
- A Tradition is a Custom (https://app.studiesweekly.com/online/content/151675) 1.3 RI1.1 W1.8 SL1.1 SL1.4 I.A.3 II.C.6 I.C.9 1.3.2 RI1.3
- Customs and Traditions (https://app.studiesweekly.com/online/content/151676) 1.3 RI1.1 I.A.3 I.C.9 II.C.6 SL1.4 SL1.1 W1.8 1.3.2 RI1.3

- Fun and Games (https://app.studiesweekly.com/online/content/151678) SL1.4 RF1.4 K5CST4 II.C.6 W1.1 W1.2 W1.3 1.4.2 SL1.5 1.3.2 1.3 1.4
- William Bradford (https://app.studiesweekly.com/online/content/151682) RF1.4 SL1.4 II.C.6 W1.1 W1.2 W1.3 1.4.2 K5CST4 1.3.2 SL1.5 1.3 1.4
- Draw a Picture (https://app.studiesweekly.com/online/content/151683) RF1.4 SL1.4 K5CST4 II.C.6 1.3.2 W1.2 W1.3 SL1.5 1.4.2 W1.1 1.3 1.4
- The First Thanksgiving (https://app.studiesweekly.com/online/content/158833) I.A.1 1.4.2 SL1.4 I.A.2 RI1.5 RI1.1 RI1.10a 1.4
- The Journey (https://app.studiesweekly.com/online/content/158834) 1.4 1.4.2 SL1.4 I.A.2 I.A.1 RI1.1 RI1.5 RI1.10a

Changes in Communities

Week 14 - Changes in Communities

Students will expand their knowledge of the ways location and the environment affect people. They will understand that there might be consequences based upon the choices people make regarding natural resources.

- Changes in Communities (https://app.studiesweekly.com/online/content/151685) RI1.10 SL1.1 1.2 K5CST2 I.A.1 RI1.5 RI1.9 1.4 1.4.1 RI1.3
- Land for Farms (https://app.studiesweekly.com/online/content/151686) 1.2 1.2.4 SL1.1 RI1.1 I.B.5 I.A.1 II.C.6 1.4.2 1.4 1.4.1 RI1.3 RI1.9 SL1.1c
- The First Roads (https://app.studiesweekly.com/online/content/151687) RI1.1 1.2 1.2.4 1.4.2 SL1.1 I.B.5 II.C.6 I.A.1 SL1.1c 1.4 RI1.9 1.4.1 RI1.3
- Technology (https://app.studiesweekly.com/online/content/151689) RI1.1 1.2 1.2.4 1.4.2 SL1.1 II.C.6 I.B.5 I.A.1 RI1.9 1.4.1 1.4 RI1.3 SL1.1c
- Changes have Consequences (https://app.studiesweekly.com/online/content/151690) 1.4 RI1.1 RI1.4 SL1.1 II.C.6 I.A.1 1.1
- Natural Resources (https://app.studiesweekly.com/online/content/151691) RI1.1 RI1.4 SL1.1 1.4 II.C.6 I.A.1 1.1
- Pollution (https://app.studiesweekly.com/online/content/151692) 1.4 RI1.1 RI1.4 SL1.1 II.C.6 I.A.1 1.1
- We Can Recycle (https://app.studiesweekly.com/online/content/151693) RI1.1 RI1.4 1.4 SL1.1 II.C.6 I.A.1 1.1
- Circle Yes, Circle No (https://app.studiesweekly.com/online/content/151694) RI1.10 RF1.2 I.C.12 II.C.6 W1.1 W1.2 1.2 W1.3 SL1.6 1.2.4 1.4.1 1.4.2 1.1 1.4
- Rhyming Game (https://app.studiesweekly.com/online/content/151695) RI1.10 RF1.2 II.C.6 I.C.12 W1.2 W1.3 1.4.1 W1.1 1.2 1.2.4 1.4.2 1.1 1.4 SL1.6
- People Began to Change Things (https://app.studiesweekly.com/online/content/151813) 1.2 RI1.10 SL1.1 K5CST2 I.A.1 1.4 1.4.1 RI1.3 RI1.5 RI1.9

Life Long Ago

Week 15 - Life Long Ago

Students will understand how people lived in earlier times and how their lives would be different today.

- Life Long Ago (https://app.studiesweekly.com/online/content/151697) 1.4 1.4.3 RI1.3 RI1.9 I.B.6 SL1.4 I.A.1 K5REPOV2
- Clothing Styles have Changed Over Time (https://app.studiesweekly.com/online/content/151698) RI1.9 1.4 1.4.3 RI1.3 SL1.4 I.B.7 1.4.1 RI1.4 I.A.2 SL1.1 II.C.6 K5REPOV2

- Children Worked in Factories (https://app.studiesweekly.com/online/content/151699) 1.4.3 1.4 RI1.3 RI1.9 I.B.7 SL1.4 K5REPOV2 I.A.2 1.4.1 RI1.4 SL1.1 II.C.6
- Children in America (https://app.studiesweekly.com/online/content/151700) RI1.7 RI1.9 1.4.3 1.4 RI1.3 I.A.1 I.B.8 SL1.4 1.4.1 II.C.6
- Festivals (https://app.studiesweekly.com/online/content/151702) RI1.3 1.4 RI1.7 RI1.9 1.4.3 I.A.1 SL1.4 1.4.1 I.B.8 II.C.6
- Fill in the Blanks (https://app.studiesweekly.com/online/content/151703) 1.4 1.4.3 L1.5a 1.4.1 W1.2 I.C.10 W1.3 SL1.5 W1.1 II.C.6
- Draw a Picture (https://app.studiesweekly.com/online/content/151704) 1.4.3 1.4 L1.5a I.C.10 SL1.5 1.4.1 W1.3 W1.1 W1.2 II.C.6
- Circle the Pictures (https://app.studiesweekly.com/online/content/151705) 1.4.3 1.4 L1.5a I.C.10 SL1.5 1.4.1 W1.1 W1.2 W1.3 II.C.6

Changes in Transportation

Week 16 - Changes in Transportation

Students will compare transportation now with transportation in the past. They will refer to a primary source photograph and locate physical features on a map.

- Changes in Transportation (https://app.studiesweekly.com/online/content/151706) 1.4 1.4.2 RI1.7 RI1.1 RI1.4 I.A.1 II.C.6
- Early Transportation (https://app.studiesweekly.com/online/content/151707) RI1.3 1.4 1.4.2 RI1.7 RI1.9 SL1.4 II.C.6 I.A.1
- The Invention of the Wheel (https://app.studiesweekly.com/online/content/151708) RI1.9 1.4 1.4.2 RI1.3 RI1.7 SL1.4 I.A.1 II.C.6
- The First Gas-Powered Car (https://app.studiesweekly.com/online/content/151772) RI1.7 RI1.3 1.4 RI1.9 1.4.2 SL1.4 II.C.6 I.A.1
- A Long Time Ago (https://app.studiesweekly.com/online/content/151773) 1.4 RI1.3 RI1.9 SL1.4 RI1.4 1.4.2 II.C.6 I.A.1
- The Wright Brothers (https://app.studiesweekly.com/online/content/151774) 1.4.2 RI1.3 1.4 RI1.9 RI1.4 SL1.4 I.A.1 II.C.6
- Engines Make Things go Faster (https://app.studiesweekly.com/online/content/151775) 1.4.2 RI1.9 1.4 RI1.3 RI1.4 SL1.4 II.C.6 I.A.1
- Bullet Trains (https://app.studiesweekly.com/online/content/151776) 1.4.2 1.4 RI1.9 RI1.3 SL1.4 RI1.4 II.C.6 I.A.1
- Fun and Games (https://app.studiesweekly.com/online/content/151777) 1.4 1.4.2 RI1.6 W1.1 W1.2 W1.3 RI1.1 I.C.10 RI1.7 II.C.6
- Yes or No (https://app.studiesweekly.com/online/content/151778) 1.4 1.4.2 RI1.6 RI1.1 I.C.10 RI1.7 W1.1 W1.2 W1.3 II.C.6

Folklore

Week 17 - Folklore

Students will read and discuss different folklore stories and learn about the different genres. Students will also learn that folklore can teach lessons and help people understand other cultures, customs and traditions.

- Folklore (https://app.studiesweekly.com/online/content/151779) 1.5.3 RI1.10a 1.4.3 RI1.1 RI1.4 SL1.1 RI1.3 I.A.4 I.A.1
- Folklore Stories (https://app.studiesweekly.com/online/content/151780) RI1.1 RI1.10a 1.5.3 1.4.3 RI1.3 RI1.4 SL1.1 I.A.4 I.A.1

- How Raven Stole the Sun: A Tlingit American Indian Story (https://app.studiesweekly.com/online/content/151781) 1.5.3 1.4.3 I.A.2 II.C.6 RL1.2 RL1.1 SL1.1 I.A.3
- Rechenka's Eggs: A Russian Story (https://app.studiesweekly.com/online/content/151782) 1.5.3 1.4.3 RL1.2 RL1.1 SL1.1 II.C.6 I.A.1
- Draw a Picture (https://app.studiesweekly.com/online/content/151783) 1.5.3 I.C.10 W1.3 RL1.3 SL1.5 W1.1 W1.2 1.4.3 RF1.2 II.C.6 I.C.12
- Matching Game (https://app.studiesweekly.com/online/content/151784) 1.5.3 1.4.3 W1.2 RF1.2 SL1.5 W1.1 W1.3 II.C.6 RL1.3 I.C.10 I.C.12
- Rhyming Game (https://app.studiesweekly.com/online/content/151785) 1.5.3 I.C.10 W1.1 W1.2 RL1.3 W1.3 SL1.5 RF1.2 1.4.3 I.C.12 II.C.6

Festivals and Holidays

Week 18 - Festivals and Holidays

Students will compare and contrast festivals and holidays in different places around the world and recognize similarities and differences of earlier generations.

- Festivals and Holidays (https://app.studiesweekly.com/online/content/151786) RI1.1 1.4.3 1.5.3 RI1.3 RI1.9 SL1.4 1.5.1 I.A.1 II.C.6
- Kenya (https://app.studiesweekly.com/online/content/151787) RI1.1 1.5.3 SL1.4 1.4.3 RI1.3 RI1.9 I.A.1 II.C.6
- Mexico (https://app.studiesweekly.com/online/content/151788) 1.5.3 RI1.1 1.4.3 RI1.3 RI1.9 SL1.4 II.C.6 I.A.1
- Turkey (https://app.studiesweekly.com/online/content/151789) RI1.3 1.5.3 RI1.1 1.4.3 RI1.9 SL1.4 I.A.1 II.C.6
- What Do You Like to Eat on Your Birthday? (https://app.studiesweekly.com/online/content/151790) RI1.1 1.5.3 RI1.3 1.4.3 RI1.9 SL1.4 I.A.1 II.C.6
- Celebrate (https://app.studiesweekly.com/online/content/151791) RI1.3 RI1.1 1.4.3 1.5.3 RI1.9 SL1.4 II.C.6 I.A.1
- Sweden (https://app.studiesweekly.com/online/content/151792) RI1.9 1.5.3 RI1.3 RI1.1 1.4.3 I.A.1 SL1.4 II.C.6
- Finland (https://app.studiesweekly.com/online/content/151793) 1.4.3 1.5.3 RI1.1 RI1.9 RI1.3 II.C.6 I.A.1 SL1.4
- Find and Color Nigeria (https://app.studiesweekly.com/online/content/151794) 1.5.3 RI1.9 L1.5a 1.4.3 W1.1 W1.2 W1.3 1.5.1 RI1.1 SL1.5 II.C.6 I.C.10
- Draw a Picture (https://app.studiesweekly.com/online/content/151795) I.C.10 RI1.9 1.5.3 L1.5a W1.3 1.5.1 1.4.3 W1.1 W1.2 RI1.1 II.C.6 SL1.5
- Alike or Different (https://app.studiesweekly.com/online/content/151796) RI1.9 1.4.3 1.5.3 L1.5a W1.2 1.5.1 RI1.1 W1.1 W1.3 II.C.6 SL1.5 I.C.10

Maps and Globes

Week 19 - Maps and Globes

Students will learn about the parts and purposes of maps. They will identify physical features on maps and globes. Students will learn about Earth's landforms and bodies of water. They will become familiar with a globe and learn to point out the continent, country and state where they live on a map or globe.

- Maps (https://app.studiesweekly.com/online/content/135089) RI1.9 1.2 1.2.2 I.B.8 RI1.3 SL1.4 I.A.1 K5CST4

- Globes (https://app.studiesweekly.com/online/content/135090) RI1.9 1.2 1.2.2 RI1.3 SL1.4 I.A.1 I.B.8 K5CST4
- Compass Rose (https://app.studiesweekly.com/online/content/135099) I.A.1 1.2 1.2.1 RI1.3 RI1.7 SL1.1 1.2.3 SL1.4 RI1.9 I.B.8 II.C.6 K5CST4
- Map Keys (https://app.studiesweekly.com/online/content/135106) RI1.7 1.2.1 RI1.3 I.A.1 1.2 SL1.1 I.B.8 1.2.3 RI1.9 SL1.4 II.C.6 K5CST4
- Relative Location (https://app.studiesweekly.com/online/content/135112) 1.2 RI1.3 1.2.1 I.A.1 RI1.9 II.C.6 SL1.1 SL1.4 1.2.3 RI1.7 I.B.8 K5CST4
- Landforms (https://app.studiesweekly.com/online/content/135122) 1.2.2 II.C.6 1.2 I.B.8 I.A.1 RI1.7 RI1.1 1.2.1 SL1.4 K5CST4 SL1.2
- Find Your Community (https://app.studiesweekly.com/online/content/135132) 1.2 1.2.1 RI1.1 II.C.6 1.2.2 RI1.7 I.A.1 I.B.8 SL1.4 SL1.2 K5CST4
- Fun and Games (https://app.studiesweekly.com/online/content/135138) I.C.10 1.2.1 1.2.3 II.C.6 I.C.12 W1.1 W1.2 W1.3 RI1.6 SL1.4 SL1.5 L1.5a 1.2 RI1.7 K5CST4
- Label the Map (https://app.studiesweekly.com/online/content/135152) 1.2.3 II.C.6 1.2.1 I.C.10 W1.1 W1.2 W1.3 1.2 RI1.6 I.C.12 RI1.7 SL1.4 SL1.5 L1.5a K5CST4
- Draw a Map (https://app.studiesweekly.com/online/content/135157) I.C.10 II.C.6 1.2.1 1.2.3 I.C.12 W1.2 W1.1 W1.3 SL1.4 RI1.7 SL1.5 L1.5a 1.2 RI1.6 K5CST4
- Absolute Location (https://app.studiesweekly.com/online/content/156011) I.A.1 K5CST4 1.2 1.2.1 RI1.3 RI1.7 1.2.3 I.B.8 SL1.1 RI1.9 SL1.4 II.C.6
- Maps and Globes (https://app.studiesweekly.com/online/content/157182) I.B.8 RI1.9 1.2 1.2.2 RI1.3 SL1.4 I.A.1 K5CST4

Continents and Oceans

Week 20 - Continents and Oceans

Students will locate on maps the seven continents and the five oceans and learn that they live on the continent of North America.

- Continents and Oceans (https://app.studiesweekly.com/online/content/135168) RI1.1 I.B.6 I.A.1 1.2.1 RI1.4 SL1.2 RI1.3 RI1.9
- Continents (https://app.studiesweekly.com/online/content/135187) I.B.6 I.A.1 RI1.1 1.2.1 SL1.2 RI1.4 RI1.3 RI1.9
- Oceans (https://app.studiesweekly.com/online/content/135190) 1.2.1 I.A.1 I.B.6 RI1.1 SL1.2 RI1.3 RI1.4 RI1.9
- Use Your Classroom Globe (https://app.studiesweekly.com/online/content/135256) 1.2.1 I.B.6 RI1.1 RI1.6 I.A.1 RI1.7 I.B.8 SL1.2 SL1.1 K5CST4
- Color the Continents (https://app.studiesweekly.com/online/content/135273) RI1.7 RI1.6 1.2.1 K5CST4 RI1.1 W1.2 W1.8 W1.1 W1.3 II.C.6
- Label and Color the Oceans (https://app.studiesweekly.com/online/content/135279) 1.2.1 RI1.7 RI1.1 W1.8 W1.2 K5CST4 RI1.6 W1.1 W1.3 II.C.6
- Circle the Continent (https://app.studiesweekly.com/online/content/135283) 1.2.1 RI1.1 W1.2 W1.8 RI1.6 RI1.7 K5CST4 W1.1 W1.3 II.C.6
- Pilot Revere and the Continents (https://app.studiesweekly.com/online/content/157233) 1.2.1 RI1.1 SL1.1 SL1.2 I.A.1 K5CST4 RI1.6 RI1.7 I.B.8 I.B.6
- Pilot Revere and the Continents (https://app.studiesweekly.com/online/content/157236) I.B.6 RI1.6 RI1.1 1.2.1 RI1.7 I.B.8 SL1.1 SL1.2 I.A.1 K5CST4
- Sailor Revere and the Different Oceans (https://app.studiesweekly.com/online/content/157237) I.B.6 RI1.1 RI1.6 I.A.1 1.2.1 RI1.7 SL1.1 SL1.2 I.B.8 K5CST4

- Sailor Revere and the Different Oceans (https://app.studiesweekly.com/online/content/157238) RI1.7 I.A.1 K5CST4 1.2.1 I.B.6 SL1.2 RI1.6 SL1.1 RI1.1 I.B.8

Around the World

Week 21 - Around the World

Students will learn how location, weather and the physical environment affect the way people live.

- Around the World (https://app.studiesweekly.com/online/content/135427) 1.2.4 I.A.1 RI1.1 I.B.6 SL1.1 1.2 SL1.2
- Different Kinds of Weather (https://app.studiesweekly.com/online/content/135457) 1.2.4 I.A.1 RI1.1 I.B.6 1.2 RI1.9 1.4 RI1.3 SL1.1 SL1.2 II.C.6
- Places Where it Snows (https://app.studiesweekly.com/online/content/135463) RI1.1 1.2.4 I.A.1 I.B.6 SL1.1 1.2 II.C.6 RI1.3 SL1.2 RI1.9 1.4
- People Who Live in Alaska (https://app.studiesweekly.com/online/content/135465) 1.2.4 I.A.1 I.B.6 RI1.1 1.4 1.2 RI1.9 SL1.1 RI1.3 SL1.2 II.C.6
- The Desert (https://app.studiesweekly.com/online/content/135467) I.A.1 1.2.4 I.B.6 RI1.1 1.5.3 1.2 SL1.2 1.4 RI1.3 RI1.9 SL1.1 II.C.6
- People who live in the Gobi Desert (https://app.studiesweekly.com/online/content/135469) RI1.1 I.A.1 I.B.6 1.2.4 RI1.9 SL1.2 SL1.1 1.2 1.5.3 RI1.3 1.4 II.C.6
- Warm Places (https://app.studiesweekly.com/online/content/135471) RI1.1 I.B.6 1.2.4 I.A.1 SL1.1 1.2 1.4 1.5.3 RI1.3 RI1.9 II.C.6 SL1.2
- Fun and Games (https://app.studiesweekly.com/online/content/135473) 1.2.4 W1.2 W1.1 W1.3 1.2 SL1.6 SL1.5 I.C.11 W1.8 L1.5a II.C.6
- Draw a Picture (https://app.studiesweekly.com/online/content/135480) W1.1 W1.3 W1.2 1.2.4 1.2 SL1.6 II.C.6 SL1.5 W1.8 I.C.11 L1.5a

Where is California?

Week 22 - Where is California?

Students will learn that they live in California, which is a part of the United States and located in North America. They will learn about the different regions and how where they live affects clothing, recreation, transportation and homes.

- Where is California? (https://app.studiesweekly.com/online/content/135535) 1.2 RI1.10 SL1.1 SL1.2 I.A.2 1.2.1 I.A.1 K5CST4 I.B.6 RI1.1
- California Weather (https://app.studiesweekly.com/online/content/135536) SL1.2 RI1.9 I.A.2 1.2 RI1.3 RI1.1 1.2.4 I.B.5
- California Beaches (https://app.studiesweekly.com/online/content/135538) 1.2 SL1.2 I.B.5 RI1.1 RI1.3 1.2.4 RI1.9 I.A.2
- California has Islands (https://app.studiesweekly.com/online/content/135540) RI1.1 1.2.4 I.B.5 RI1.9 SL1.2 1.2 RI1.3 I.A.2
- California Deserts (https://app.studiesweekly.com/online/content/135542) RI1.9 RI1.1 I.A.3 1.2.4 I.B.6 1.2 SL1.2 RI1.3 SL1.1
- California Valleys (https://app.studiesweekly.com/online/content/135543) SL1.1 SL1.2 I.B.6 1.2.1 1.2.4 RI1.1 I.A.3 RI1.3 RI1.9
- California's Mountains and Lakes (https://app.studiesweekly.com/online/content/135544) RI1.9 SL1.2 RI1.3 SL1.1 1.2 RI1.1 I.A.3 I.B.6 1.2.4
- Fun and Games (https://app.studiesweekly.com/online/content/135546) 1.2 1.2.4 I.A.3 I.B.6 I.C.10 W1.2 L1.5a RI1.6 W1.1 RI1.7 W1.3 W1.8 1.2.1 K5CST4

- Match the Picture (https://app.studiesweekly.com/online/content/135547) I.C.10 W1.2 I.A.3 W1.1 I.B.6 1.2.4 L1.5a RI1.6 1.2 RI1.7 W1.8 W1.3 1.2.1 K5CST4
- California Winters (https://app.studiesweekly.com/online/content/156012) SL1.2 I.A.2 RI1.9 I.B.5 RI1.3 RI1.1 1.2 1.2.4

Where Am I?

Week 23 - Where Am I?

Students will be able to locate where they live on a map. They will be able to identify characteristics of their own community, such as climate and common forms of transportation, and how things might differ for students in another region of California.

- San Francisco (https://app.studiesweekly.com/online/content/135564) RI1.6 1.2.4 I.A.1 I.B.5 SL1.1 1.2 RI1.1 RI1.7
- My Friend, Samuel (https://app.studiesweekly.com/online/content/135567) RI1.7 1.2 RI1.1 1.2.4 I.A.1 I.B.5 RI1.6 SL1.1
- Samuel's School (https://app.studiesweekly.com/online/content/135569) I.A.1 I.B.5 1.2.4 1.2 RI1.1 SL1.1 RI1.6 RI1.7
- Samuel's Dad Takes the Bus (https://app.studiesweekly.com/online/content/135571) RI1.10 1.2 1.2.4 RI1.1 I.A.1 I.B.6 SL1.1
- We Took a Ferry (https://app.studiesweekly.com/online/content/135574) I.B.6 SL1.1 1.2 1.2.4 RI1.1 I.A.1 RI1.10
- This Day Started off Nice (https://app.studiesweekly.com/online/content/135575) 1.2.4 W1.3 RI1.1 W1.2 W1.8 II.C.6 I.B.6 I.C.10 1.2 1.2.1 W1.1 SL1.5
- Air Conditioning (https://app.studiesweekly.com/online/content/135576) I.A.1 I.B.6 1.2 RI1.1 1.2.4 RI1.10 SL1.1
- I Loved My Visit (https://app.studiesweekly.com/online/content/135577) 1.2.4 I.B.6 I.C.10 RI1.1 W1.2 W1.8 1.2 II.C.6 SL1.5 W1.3 1.2.1 W1.1
- Fun and Games (https://app.studiesweekly.com/online/content/135578) 1.2.4 RI1.1 W1.2 I.B.6 I.C.10 1.2 W1.8 II.C.6 W1.3 SL1.5 1.2.1 W1.1
- Fill in the Blanks (https://app.studiesweekly.com/online/content/135579) I.C.10 W1.8 RI1.1 1.2.4 W1.2 I.B.6 II.C.6 SL1.5 W1.3 1.2 W1.1 1.2.1
- Draw a Picture (https://app.studiesweekly.com/online/content/135580) I.C.10 I.B.6 RI1.1 1.2.4 W1.2 1.2 SL1.5 W1.3 W1.8 II.C.6 1.2.1 W1.1
- Where Am I? (https://app.studiesweekly.com/online/content/158941) 1.2 SL1.1 1.2.1 RI1.1 RI1.10 I.A.1
- Revere's Trip! (https://app.studiesweekly.com/online/content/158942) RI1.7 1.2 RI1.6 I.A.1 I.B.5 RI1.1 1.2.4 SL1.1

Needs and Wants

Week 24 - Needs and Wants

Students will identify the difference between needs and wants and will understand that people work to earn money for things they need and want.

- Needs and Wants (https://app.studiesweekly.com/online/content/135605) 1.6 RI1.1 RI1.3 I.B.8 I.A.3 SL1.1 RI1.10 RI1.9
- Choosing Between Needs and Wants (https://app.studiesweekly.com/online/content/135606) RI1.3 1.6 I.B.8 RI1.1 RI1.9 RI1.10 SL1.1 I.A.3
- We Need a Place to Live (https://app.studiesweekly.com/online/content/135607) 1.6

RI1.1 I.B.6 SL1.1 RI1.10 II.C.6 SL1.2

- We Need Food and Water (https://app.studiesweekly.com/online/content/135608) 1.6 RI1.1 II.C.6 SL1.2 I.B.6 RI1.10 SL1.1
- We Need Clothes (https://app.studiesweekly.com/online/content/135609) I.B.6 1.6 RI1.1 II.C.6 SL1.1 SL1.2 RI1.10
- We Need Each Other (https://app.studiesweekly.com/online/content/135610) RI1.1 II.C.6 1.6 I.A.3 1.4 I.B.6 SL1.2 RI1.3 RI1.9 1.6.1 SL1.1
- People Use Money (https://app.studiesweekly.com/online/content/135611) I.A.3 II.C.6 1.6 RI1.1 RI1.3 SL1.2 RI1.9 SL1.1 1.4 I.B.6 1.6.1
- People Use Technology (https://app.studiesweekly.com/online/content/135612) I.A.3 I.B.6 1.6 RI1.1 II.C.6 RI1.3 1.4 SL1.1 1.6.1 RI1.9 SL1.2
- Fun and Games (https://app.studiesweekly.com/online/content/135613) RI1.1 I.C.10 1.6 II.C.6 RI1.3 W1.1 W1.2 W1.3 RI1.9 SL1.2 L1.5a
- Need or Want (https://app.studiesweekly.com/online/content/135614) I.C.10 RI1.1 1.6 II.C.6 L1.5a RI1.9 W1.2 W1.1 RI1.3 W1.3 SL1.2
- Individual Needs (https://app.studiesweekly.com/online/content/156047) 1.6 I.A.3 I.B.6 RI1.1 RI1.3 II.C.6 RI1.9 1.4 1.6.1 SL1.1 SL1.2

Goods and Services

Week 25 - Goods and Services

Students will know the differences among buyers, sellers and producers and between goods and services. They will recognize that money can be used in the exchange of goods and services.

- Goods and Services (https://app.studiesweekly.com/online/content/155929) RI1.1 I.B.6 I.A.3 III 1.6 RI1.9 SL1.1
- Services (https://app.studiesweekly.com/online/content/155930) I.A.3 III RI1.1 I.B.6 1.6 RI1.9 SL1.1
- Consumers (https://app.studiesweekly.com/online/content/155933) II.C.6 1.6.1 RI1.1 I.A.1 I.B.6 SL1.2 1.6 RI1.9
- Producers (https://app.studiesweekly.com/online/content/155934) RI1.1 1.6.1 I.A.1 II.C.6 I.B.6 SL1.2 1.6 RI1.9
- People Depend on Each Other (https://app.studiesweekly.com/online/content/155935) RI1.1 II.C.6 I.B.6 1.6.1 I.A.1 1.6 RI1.9 SL1.2
- Opportunity Cost (https://app.studiesweekly.com/online/content/155936) RI1.1 1.6.1 I.B.6 K5HI4 RI1.4 II.C.6 SL1.2 1.6 SL1.1 I.A.3
- Money (https://app.studiesweekly.com/online/content/155937) RI1.1 1.6.1 K5HI4 SL1.2 1.6 RI1.4 I.B.6 SL1.1 I.A.3 II.C.6
- Benefits (https://app.studiesweekly.com/online/content/155938) RI1.1 1.6.1 I.B.6 K5HI4 I.A.3 1.6 RI1.4 SL1.1 SL1.2 II.C.6
- Citrus Trees (https://app.studiesweekly.com/online/content/155939) 1.6.1 I.B.6 RI1.1 K5HI4 RI1.4 SL1.1 I.A.3 1.6 SL1.2 II.C.6
- Fun and Games (https://app.studiesweekly.com/online/content/155940) I.C.10 RI1.1 W1.2 RI1.7 1.6.1 I.C.12 1.6.2 W1.1 W1.3 W1.8 1.6 II.C.6
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155941) 1.6.1 RI1.7 W1.2 W1.8 RI1.1 I.C.10 I.C.12 W1.1 1.6.2 W1.3 II.C.6 1.6
- Word Search (https://app.studiesweekly.com/online/content/155942) I.C.10 1.6.1 I.C.12 RI1.7 W1.2 W1.3 W1.1 W1.8 1.6.2 II.C.6 RI1.1 1.6

Money and Trade

Week 26 - Money and Trade

Students will learn ways people exchange goods and services, including bartering and using money. They will also identify goods that come from other countries and discuss different ways to save money.

- Money and Trade (https://app.studiesweekly.com/online/content/155943) K5HI3 1.6 RI1.1 I.B.6 SL1.1 1.6.1 1.6.2 RI1.4 RI1.10a I.A.1
- Money (https://app.studiesweekly.com/online/content/155944) RI1.1 K5HI3 RI1.4 I.B.6 1.6 SL1.1 1.6.1 1.6.2 RI1.10a I.A.1
- Bartering (https://app.studiesweekly.com/online/content/155945) I.B.6 RI1.1 K5CST3 SL1.2 1.6 1.6.1 II.C.6 RI1.10 SL1.1 1.6.2 I.A.1
- Trading Long Distance (https://app.studiesweekly.com/online/content/155946) I.A.1 RI1.1 I.B.6 K5CST3 II.C.6 SL1.2 1.6.1 1.6 SL1.1 1.6.2 RI1.10
- Import and Export (https://app.studiesweekly.com/online/content/155947) 1.6.1 RI1.1 RI1.4 SL1.2 I.B.6 1.6 II.C.6 RI1.10 I.A.1
- Free Markets (https://app.studiesweekly.com/online/content/155949) I.A.1 I.B.6 RI1.1 1.6.1 1.6 RI1.4 SL1.2 RI1.10 II.C.6
- Yes or No (https://app.studiesweekly.com/online/content/155950) W1.8 1.6.1 W1.2 W1.3 W1.1 K5HI4 I.C.10 II.C.6 1.6 RI1.1 SL1.2
- Circle the Picture (https://app.studiesweekly.com/online/content/155951) 1.6.1 W1.8 W1.3 W1.2 W1.1 K5HI4 1.6 RI1.1 I.C.10 II.C.6 SL1.2
- Economy (https://app.studiesweekly.com/online/content/156007) I.B.6 1.6.1 RI1.1 SL1.2 1.6 RI1.4 II.C.6 RI1.10 I.A.1

Jobs People Do

Week 27 - Jobs People Do

Students will learn about specialized work people do to manufacture and transport goods. They will also learn about the contributions of those who work in the home.

- Jobs People Do (https://app.studiesweekly.com/online/content/155952) RI1.1 1.6.2 1.6.1 I.B.6 1.6 RI1.4 SL1.1 SL1.2 I.A.1
- Where People Work (https://app.studiesweekly.com/online/content/155953) RI1.1 1.6.1 I.B.6 1.6.2 SL1.2 I.A.1 1.6 RI1.4 SL1.1
- Factory Workers (https://app.studiesweekly.com/online/content/155954) RI1.1 I.A.2 1.6.2 I.B.6 1.6 1.6.1 RI1.6 SL1.1 RI1.7
- Office Workers (https://app.studiesweekly.com/online/content/155955) I.A.2 I.B.6 1.6.2 RI1.1 1.6 RI1.6 RI1.7 1.6.1 SL1.1
- Caretakers (https://app.studiesweekly.com/online/content/155956) 1.6.2 RI1.1 I.A.2 I.B.6 SL1.1 RI1.7 1.6 RI1.6 1.6.1
- Helping Communities (https://app.studiesweekly.com/online/content/155957) 1.6.2 I.A.1 I.B.6 RI1.1 1.6 RI1.7 SL1.1 SL1.2 SL1.4
- Truck Drivers (https://app.studiesweekly.com/online/content/155958) RI1.1 I.A.1 I.B.6 1.6.2 SL1.4 SL1.2 1.6 RI1.7 SL1.1
- Fun and Games (https://app.studiesweekly.com/online/content/155959) W1.2 W1.8 1.6.2 W1.1 W1.3 RI1.7 1.6 II.C.6 RI1.1 SL1.5 I.C.12
- Write a Sentence (https://app.studiesweekly.com/online/content/155960) 1.6.2 W1.8 W1.2 W1.3 W1.1 RI1.7 SL1.5 I.C.12 1.6 RI1.1 II.C.6
- Word Search (https://app.studiesweekly.com/online/content/155963) W1.8

1.6.2 W1.2 W1.1 W1.3 1.6 RI1.1 SL1.5 RI1.7 II.C.6 I.C.12

- Delivering Goods (https://app.studiesweekly.com/online/content/155967) I.B.6 1.6.2 I.A.1 RI1.1 1.6 RI1.7 SL1.1 SL1.2 SL1.4

Spend or Save?

Week 28 - Spend or Save?

Students will recognize the importance of saving money and will understand that an opportunity cost is giving up one thing for another. They will expand on different ways to save money.

- Spend or Save? (https://app.studiesweekly.com/online/content/155975) K5HI4 1.6.1 I.A.1 I.B.6 RI1.1 RI1.9 1.6 RI1.3 SL1.1
- Saving Your Money (https://app.studiesweekly.com/online/content/155976) 1.6.1 K5HI4 RI1.1 I.A.1 I.B.6 1.6 SL1.1 RI1.3 RI1.9
- Responsible Spending (https://app.studiesweekly.com/online/content/155977) 1.6.1 RI1.1 I.A.1 I.B.6 K5HI4 1.6 SL1.1 SL1.2 K5CST2
- People Save Money (https://app.studiesweekly.com/online/content/155978) RI1.1 1.6.1 I.A.1 I.B.6 K5HI4 SL1.1 K5CST2 1.6 SL1.2
- Needs Before Wants (https://app.studiesweekly.com/online/content/155980) I.A.1 1.6.1 K5HI4 I.B.6 RI1.1 SL1.1 1.6 SL1.2 K5CST2
- Plan a Budget (https://app.studiesweekly.com/online/content/155982) I.B.6 K5HI4 RI1.1 1.6.1 1.6 I.A.3 SL1.2 RI1.4 SL1.1
- Opportunity Cost (https://app.studiesweekly.com/online/content/155983) K5HI4 RI1.1 I.B.6 1.6.1 SL1.1 1.6 RI1.4 SL1.2 I.A.3
- Donating Money (https://app.studiesweekly.com/online/content/155985) I.B.6 1.6.1 RI1.1 K5HI4 SL1.1 1.6 RI1.4 SL1.2 I.A.3
- How Does Donating Help? (https://app.studiesweekly.com/online/content/155986) RI1.1 1.6.1 I.B.6 K5HI4 SL1.1 SL1.2 1.6 RI1.4 I.A.3
- Math and Money, Part 1 (https://app.studiesweekly.com/online/content/155987) W1.8 1.6.1 K5HI4 W1.1 W1.2 W1.3 SL1.5 I.C.12 II.C.6 1.6 SL1.1 I.C.11
- Math and Money, Part II (https://app.studiesweekly.com/online/content/155988) K5HI4 W1.8 1.6.1 W1.2 W1.1 W1.3 SL1.5 1.6 SL1.1 II.C.6 I.C.12 I.C.11
- Draw a Picture (https://app.studiesweekly.com/online/content/155989) K5HI4 W1.2 W1.8 W1.1 W1.3 1.6.1 I.C.11 1.6 SL1.1 SL1.5 II.C.6 I.C.12

Our Country

Week 29 - Our Country

Students will learn the different geographical regions in the United States while understanding they are still a part of one large nation. They will learn about the different types of communities (urban, suburban and rural).

- Our Country (https://app.studiesweekly.com/online/content/155823) I.C.10 I.A.3 RI1.1 RI1.7 RI1.10a SL1.1
- Communities (https://app.studiesweekly.com/online/content/155824) RI1.4 RI1.3 I.B.6 RI1.9 1.2 RI1.1 II.C.6 1.5 SL1.2 I.A.1
- Types of Communities (https://app.studiesweekly.com/online/content/155825) RI1.4 I.B.6 RI1.1 I.A.1 RI1.3 RI1.9 II.C.6 1.2 1.5 SL1.2
- Urban Areas (https://app.studiesweekly.com/online/content/155826) RI1.3 I.B.6 II.C.6 RI1.1 I.A.1 RI1.9 1.2 1.5 1.5.1 SL1.2
- Suburban Areas (https://app.studiesweekly.com/online/content/155827) II.C.6

RI1.3 I.B.6 I.A.1 RI1.1 RI1.9 1.5.1 1.2 1.5 SL1.2

- Rural Areas (https://app.studiesweekly.com/online/content/155828) I.A.1 RI1.9 II.C.6 RI1.3 RI1.1 I.B.6 1.2 1.5 1.5.1 SL1.2
- Draw a Picture (https://app.studiesweekly.com/online/content/155829) W1.2 RI1.1 W1.7 W1.5 I.C.12 1.2 I.C.11 1.5 SL1.5 W1.8 II.C.6 1.5.1
- Add Your Own Drawing (https://app.studiesweekly.com/online/content/155830) I.C.12 II.C.6 RI1.1 W1.5 I.C.11 W1.7 W1.2 1.2 1.5.1 W1.8 1.5 SL1.5
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155831) RI1.1 I.C.12 I.C.11 W1.2 1.5.1 W1.5 II.C.6 1.2 W1.7 W1.8 1.5 SL1.5

American Indians

Week 30 - American Indians

Students will learn that American Indians were the first inhabitants of North America. They will learn how American Indians help define Californian and American culture.

- American Indians (https://app.studiesweekly.com/online/content/155832) II.A.1 RI1.1 I.B.6 1.5 1.5.2 RI1.5 K5CST1 RI1.10a I.A.1
- How Did They Get Here? (https://app.studiesweekly.com/online/content/155833) 1.5 1.5.2 1.5.3 RI1.1 I.B.6 K5HI3 RI1.9 II.C.6 RI1.3 I.B.8
- American Indians in California (https://app.studiesweekly.com/online/content/155834) 1.5 1.5.3 RI1.1 I.B.6 1.5.2 K5HI3 RI1.9 RI1.3 II.C.6 I.B.8
- Started by American Indians (https://app.studiesweekly.com/online/content/155835) 1.5.2 I.B.6 1.5.3 RI1.1 1.5 K5CST3 SL1.1 1.5.1 SL1.2 RI1.4 II.A.2
- American Indians Today (https://app.studiesweekly.com/online/content/155836) RI1.1 I.B.6 1.5.3 1.5 1.5.2 K5CST3 1.5.1 SL1.2 RI1.4 II.A.2 SL1.1
- Circle and Color (https://app.studiesweekly.com/online/content/155837) 1.5.2 RI1.6 RI1.1 1.5 SL1.5 K5CST3 1.5.1 1.5.3 I.C.12 W1.8 II.C.6
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155838) RI1.6 1.5 RI1.1 1.5.2 1.5.1 1.5.3 SL1.5 II.C.6 W1.8 I.C.12 K5CST3

Early American Immigrants

Week 31 - Early American Immigrants

Students will understand the ways in which immigrants helped define Californian and American culture.

- Early American Immigrants (https://app.studiesweekly.com/online/content/155839) RI1.1 I.B.6 1.5 I.A.1 RI1.4 K5HI3 II.C.6 1.5.1 SL1.1 1.5.2 SL1.2
- Chinese Immigrants (https://app.studiesweekly.com/online/content/155840) RI1.1 I.B.6 1.5 I.A.1 K5CST1 RI1.4 1.5.2 RI1.3 1.5.1 SL1.2 SL1.1 K5REPOV1
- Gold Discovered (https://app.studiesweekly.com/online/content/155841) I.B.6 RI1.4 RI1.1 1.5.2 RI1.3 1.5 I.A.1 K5REPOV1 1.5.1 SL1.2 SL1.1 K5CST1
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155843) II.C.6 RI1.1 I.C.12 W1.2 1.5.1 W1.3 W1.1 1.5.3 RI1.6 SL1.5 1.5.2 1.5 W1.8 K5REPOV2
- Draw a Picture (https://app.studiesweekly.com/online/content/155844) RI1.1 I.C.12 II.C.6 1.5.3 W1.2 1.5.1 W1.1 W1.3 W1.8 SL1.5 1.5 1.5.2 RI1.6 K5REPOV2
- Map Activity (https://app.studiesweekly.com/online/content/155845) I.C.12 II.C.6 RI1.1 W1.2 1.5.1 1.5.3 W1.1 W1.3 1.5 1.5.2 SL1.5 RI1.6 W1.8 K5REPOV2
- Ellis Island (https://app.studiesweekly.com/online/content/156051) RI1.9 1.5 RI1.3 RI1.1 I.A.1 I.B.6 K5REPOV2 1.5.2 SL1.1 SL1.2 K5CST1

- Angel Island (https://app.studiesweekly.com/online/content/156052) I.B.6 1.5 RI1.9 RI1.1 RI1.3 I.A.1 SL1.2 1.5.2 SL1.1 K5CST1 K5REPOV2
- Primary Sources (https://app.studiesweekly.com/online/content/157319) 1.5.1 RI1.4 1.5 1.5.2 RI1.1 RI1.3 SL1.1 K5REPOV1 SL1.2 I.A.1 I.B.6 K5CST1
- California Needed Workers (https://app.studiesweekly.com/online/content/172365)

American Cultures

Week 32 - American Cultures

Students will compare and contrast cultures of the past to cultures found in the U.S. today, including African American, Hispanic and Asian American cultures.

- American Cultures (https://app.studiesweekly.com/online/content/155846) 1.5.1 III 1.5 RI1.1 I.A.3 RI1.4 SL1.2 I.B.6 K5CST2
- Segregation (https://app.studiesweekly.com/online/content/155847) I.A.3 RI1.1 1.5.1 1.5 RI1.6 RI1.9 K5HI1 RI1.7 SL1.1 1.4 I.C.10 K5REPOV2 K5HI4
- Ruby Bridges (https://app.studiesweekly.com/online/content/155848) 1.5.1 RI1.1 I.A.3 1.5 K5HI4 K5HI1 1.4 RI1.6 RI1.7 RI1.9 SL1.1 I.C.10 K5REPOV2
- César Chávez (https://app.studiesweekly.com/online/content/155849) I.A.3 RI1.1 1.5 1.5.1 K5HI1 K5HI3 1.4 RI1.7 SL1.2 K5REPOV2 SL1.1 II.C.6 RI1.4 I.C.10
- César Chávez (https://app.studiesweekly.com/online/content/155850) I.A.3 RI1.1 1.5 1.5.1 K5HI1 K5HI3 RI1.7 SL1.2 RI1.4 II.C.6 K5REPOV2 SL1.1 1.4 I.C.10
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155851) I.C.10 1.5.1 1.5.3 RI1.1 W1.8 SL1.5 I.C.12 1.5 K5REPOV2 II.C.6
- Let's Write (https://app.studiesweekly.com/online/content/155852) I.C.10 W1.8 SL1.5 1.5 1.5.1 I.C.12 RI1.1 1.5.3 K5REPOV2 II.C.6
- Draw a Picture (https://app.studiesweekly.com/online/content/155853) I.C.10 I.C.12 RI1.1 SL1.5 1.5 1.5.1 W1.8 1.5.3 II.C.6 K5REPOV2

Civil Rights

Week 33 - Civil Rights

Students will understand the rights and individual responsibilities of citizenship and respect for the rights and opinions of others. Students will learn the role that Dr. Martin Luther King Jr. and Rosa Parks played in the Civil Rights movement in America.

- Civil Rights (https://app.studiesweekly.com/online/content/155854) 1.5.1 RI1.1 RI1.4 I.B.6 K5HI1 K5CST3 SL1.6 SL1.1 I.A.1
- Segregation (https://app.studiesweekly.com/online/content/155855) RI1.7 1.5.1 RI1.1 I.B.6 K5HI1 K5CST3 I.A.3 SL1.1 SL1.2
- Rosa Parks (https://app.studiesweekly.com/online/content/155856) I.A.1 I.B.6 RI1.1 1.5.1 II.C.6 1.3.2 1.1.2 RI1.7 RI1.4 K5HI1 K5CST3 K5HI3 SL1.2
- Martin Luther King (https://app.studiesweekly.com/online/content/155857) RI1.4 I.B.6 II.C.6 RI1.1 1.1.2 RI1.7 1.3.2 1.5.1 K5CST3 K5HI1 K5HI3 I.A.1 SL1.2
- Venn Diagram (https://app.studiesweekly.com/online/content/155858) I.C.12 RI1.1 1.5.1 1.1.2 II.C.7 1.1 RI1.3 W1.3 W1.2 W1.6 I.C.10 W1.1 W1.8 K5HI4 1.4.3 RI1.7 RI1.9
- Let's Write (https://app.studiesweekly.com/online/content/155859) I.C.12 1.1.2 1.5.1 RI1.3 II.C.7 RI1.1 1.1 W1.6 W1.3 W1.2 W1.1 K5HI4 RI1.9 RI1.7 1.4.3 W1.8 I.C.10
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155860) RI1.1 1.1.2 1.5.1 I.C.12 RI1.3 II.C.7 W1.3 W1.2 1.1 W1.6 RI1.7 RI1.9 W1.8 I.C.10 1.4.3 W1.1 K5HI4

Resources and Choices

Week 34 - Resources and Choices

Students will extend and refine their knowledge of human, natural and capital resources and the ways they are used.

- Resources and Choices (https://app.studiesweekly.com/online/content/155861) RI1.7 1.6.2 1.1 RI1.1 I.B.6 I.A.1 1.6 SL1.1 SL1.2
- A Business is Born: Step One (https://app.studiesweekly.com/online/content/155862) 1.6.2 I.A.1 1.2.4 I.B.6 RI1.1 1.2 1.6 RI1.4 I.B.8 SL1.2
- A Business is Born: Step Two (https://app.studiesweekly.com/online/content/155863) 1.6.2 I.B.6 I.A.1 RI1.1 1.2.4 1.2 SL1.2 1.6 RI1.4 I.B.8
- A Business is Born: Step Three (https://app.studiesweekly.com/online/content/155864) RI1.1 RI1.7 I.A.1 I.B.6 1.6.2 SL1.1 1.6
- Ready to Go? (https://app.studiesweekly.com/online/content/155865) RI1.1 I.B.6 RI1.7 I.A.1 1.6.2 SL1.1 1.6
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155866) 1.6.2 1.1 1.2 W1.8 W1.1 II.C.6 W1.3 W1.2 RI1.1 RI1.7 I.C.9 1.2.4 I.C.12 SL1.5 RI1.4 1.6
- Circle and Color (https://app.studiesweekly.com/online/content/155867) I.C.9 I.C.12 RI1.1 RI1.7 1.2 W1.8 II.C.6 W1.1 1.2.4 1.1 W1.2 W1.3 SL1.5 1.6 1.6.2 RI1.4
- Draw a Picture (https://app.studiesweekly.com/online/content/155868) RI1.1 W1.1 I.C.9 1.1 II.C.6 RI1.7 I.C.12 W1.3 1.2.4 W1.8 W1.2 1.2 1.6.2 RI1.4 1.6 SL1.5

My California

Week 35 - My California

Students will learn about important California symbols and the significance they have to the people of this state.

- My California (https://app.studiesweekly.com/online/content/155869) I.B.6 I.A.1 RI1.1 RI1.10a 1.3.3 K5CST3 RI1.4 SL1.1
- California State Flag (https://app.studiesweekly.com/online/content/155870) I.B.6 RI1.1 I.A.1 1.3.3 RI1.7 RI1.3 SL1.2 I.A.3
- California State Animal (https://app.studiesweekly.com/online/content/155871) I.A.1 I.B.6 RI1.1 1.3.3 RI1.7 SL1.2 RI1.3 I.A.3
- California State Bird and Flower (https://app.studiesweekly.com/online/content/155872) RI1.4 I.B.6 I.A.1 RI1.1 K5HI3 SL1.2 1.3.3 SL1.1
- California State Song and Motto (https://app.studiesweekly.com/online/content/155873) RI1.4 I.B.6 I.A.1 K5HI3 1.3.3 RI1.1 SL1.1 SL1.2
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155874) RI1.7 1.3.3 RI1.1 W1.8 W1.1 W1.2 SL1.5 I.C.10 I.C.12 I.C.11
- Circle and Color (https://app.studiesweekly.com/online/content/155875) 1.3.3 W1.2 W1.8 W1.1 RI1.7 RI1.1 SL1.5 I.C.11 I.C.10 I.C.12
- Let's Write (https://app.studiesweekly.com/online/content/155913) RI1.7 W1.8 1.3.3 SL1.5 RI1.1 W1.1 W1.2 I.C.10 I.C.12 I.C.11

Famous Californians

Week 36 - Famous Californians

Students will be able to identify famous Californians and describe their achievements and events associated with them.

- Famous Californians (https://app.studiesweekly.com/online/content/155914) RI1.7 1.3.2 1.3.3 RI1.1 I.B.6 1.5 1.5.1 RI1.10a SL1.1 SL1.2
- Ed Keeps Fighting (https://app.studiesweekly.com/online/content/155915) RF1.3g RF3.3 RI1.1 II.C.6 1.3.2 1.3.3 I.A.1 I.B.6 SL1.2 K5CST1 1.5 SL1.1 1.5.1 RI1.4
- Other "Mothers" and "Fathers" (https://app.studiesweekly.com/online/content/155916) I.B.6 K5CST2 RI1.6 RI1.7 RI1.1 RI1.9 1.3.2 1.3.3 1.5.1 SL1.1 SL1.2 SL1.4 I.A.1
- George Washington and James Madison (https://app.studiesweekly.com/online/content/155917) I.B.6 RI1.1 K5CST2 1.3.2 1.3.3 I.A.1 SL1.2 SL1.1 SL1.4 1.5.1
- Radia Perlman (https://app.studiesweekly.com/online/content/155918) 1.3.3 1.3.2 I.B.6 RI1.1 K5CST2 SL1.4 SL1.1 SL1.2 1.5.1 I.A.1
- Holidays (https://app.studiesweekly.com/online/content/155919) 1.3.2 I.B.6 1.3.3 RI1.1 K5CST2 I.A.1 1.5.1 SL1.4 SL1.1 SL1.2
- Fill in the Blanks (https://app.studiesweekly.com/online/content/155920) W1.2 RI1.1 W1.3 1.3.2 W1.1 1.1.2 RF1.2c 1.1 II.C.6 1.3.3 1.5.1 RI1.6 K5CST1 I.C.12 1.5 RI1.7 W1.8
- Let's Write (https://app.studiesweekly.com/online/content/155921) W1.3 1.3.2 W1.1 1.1 II.C.6 RF1.2c RI1.1 I.C.12 1.1.2 W1.8 W1.2 1.3.3 RI1.6 K5CST1 1.5 1.5.1 RI1.7
- Timeline Activity (https://app.studiesweekly.com/online/content/155922) 1.3.2 W1.1 W1.3 RF1.2c II.C.6 I.C.12 1.1.2 RI1.1 1.1 1.3.3 W1.2 W1.8 RI1.6 RI1.7 1.5.1 1.5 K5CST1

California Studies Weekly - Fourth Grade State History

Scope and Sequence

View Weekly Unit Standards (/online/standards/correlations/CA4V17/CA)

Where in the World Are We?

Week 1 - Where in the World Are We?

Students will become acquainted with Studies Weekly. They will also learn about California's cities, geographic features and bordering regions, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

- Get Ready, Get Set, Go California! (https://app.studiesweekly.com/online/content/147763) Ri4.2 I.A.1 I.A.3 4.1
- Where in the World Are We? (https://app.studiesweekly.com/online/content/147765) 4.1.4 I.A.3 I.B.6 4.1.3 4.1 Ri4.2 RI4.1 SL4.1c K5CST4 K5HI2
- Migrating Monarchs (https://app.studiesweekly.com/online/content/147766) 4.1.5 I.A.3 4.1.3 Ri4.2 I.B.6 RI4.3
- Sierra Nevada-Cascade Range (https://app.studiesweekly.com/online/content/147767) 4.1.4 K5HI2 4.1.3 4.1 Ri4.2 RI4.4 RI4.5 I.A.3 I.B.6
- How thick is the Earth's crust? (https://app.studiesweekly.com/online/content/147769) RI4.1 RI4.8 I.B.6 I.A.3
- Map and Globe Making (https://app.studiesweekly.com/online/content/147770) RI4.1 RI4.8 I.A.3 I.B.6
- The San Andreas Fault (https://app.studiesweekly.com/online/content/147775) RI4.4 SL4.1c K5CST5 RI4.3 K5HI2 I.B.6 I.A.3 4.1 4.1.3
- Match It Up (https://app.studiesweekly.com/online/content/147776) RI4.9 4.1.4 4.1.3 4.1.5 II.C.6 K5HI2 RI4.7 I.B.6 4.1
- Think and Review (https://app.studiesweekly.com/online/content/147777) SL4.1 W4.9
- Let's Write (https://app.studiesweekly.com/online/content/147778) W4.3 W4.1 W4.2 W4.10 4.1
- Language Arts Connection (https://app.studiesweekly.com/online/content/147779) 4.1.3 RI4.10 W4.2b W4.2e W4.9a W4.2d SL4.1d I.B.6 RI4.1 W4.9b K5HI2 4.1.4 W4.2a W4.2c I.C.12 4.1 I.C.10
- Help a Rat and Learn to Run the Country This Year! (https://app.studiesweekly.com/online/content/156599) Ri4.2 RI4.4 RI4.10
- Color California! (https://app.studiesweekly.com/online/content/183270)

Dividing the Earth

Week 2 - Dividing the Earth

Students will define hemispheres, continents and oceans. They will distinguish between the North and South poles and locate the equator, prime meridian and the tropics. Students will use lines of latitude and longitude to determine the absolute locations of places in California and on Earth.

- Finding Your Way (https://app.studiesweekly.com/online/content/147780) 4.1 RI4.1 Ri4.2 K5CST5 RI4.5 I.A.1 I.B.6 K5CST4
- Ocean in Motion (https://app.studiesweekly.com/online/content/147782) RI4.3 4.1.3 SL4.1a SL4.1c SL4.1 4.1.4 RI4.1 SL4.1d SL4.1b
- Dividing the Earth (https://app.studiesweekly.com/online/content/147783) I.B.6 II.C.6 4.1.1 4.1.2 RI4.1 RI4.4 RI4.7 SL4.1c K5CST4
- Reason and Logic: Young George Washington, Surveyor and Mapmaker (https://app.studiesweekly.com/online/content/147785) Ri4.2 RI4.4 I.A.3 RI4.1 I.B.6
- Conscience (https://app.studiesweekly.com/online/content/147787) I.B.6 I.A.3 RI4.1 Ri4.2 II.C.6
- Why do we have seasons? (https://app.studiesweekly.com/online/content/147788) II.C.6 4.1.2 RI4.1 Ri4.2 I.A.3
- Global Positioning System (GPS) (https://app.studiesweekly.com/online/content/147789) RI4.4 I.B.6 II.C.6 Ri4.2
- John Muir (https://app.studiesweekly.com/online/content/147790) I.B.6 II.C.6 Ri4.2
- Mapping & Charting (https://app.studiesweekly.com/online/content/147791) 4.1.2 RI4.1 4.1.1 II.C.6 RI4.4 RI4.7 I.B.6 K5CST4
- Think and Review (https://app.studiesweekly.com/online/content/147793) W4.9 RI4.10 SL4.1d 4.1.1 I.B.6 4.1.2 RI4.1

California Regions

Week 3 - California Regions

Students will identify the state capital and describe the various regions of California, including how their characteristics and physical environments affect human activity.

- How to Build a Paradise on Earth (https://app.studiesweekly.com/online/content/147794) RI4.1 RI4.4 4.1 I.B.6 RI4.3 I.A.1 II.C.6
- Backseat Safety (https://app.studiesweekly.com/online/content/147800) II.C.6 RI4.8 I.B.6
- California Regions (https://app.studiesweekly.com/online/content/147802) RI4.1 4.1.3 RI4.8 K5CST5 K5HI2 4.1 Ri4.2 II.C.6 4.1.4 4.1.5 I.A.3 RI4.3 I.B.6
- Make a Relief Map (https://app.studiesweekly.com/online/content/147807) RI4.1 4.1.4
- Friendliness (https://app.studiesweekly.com/online/content/147810) II.C.6 Ri4.2 I.B.6 RI4.1
- How do we know what the climate was like millions of years ago? (https://app.studiesweekly.com/online/content/147811) I.B.6 4.1 RI4.1 II.C.6 Ri4.2 K5CST3
- Population Density (https://app.studiesweekly.com/online/content/147813) RI4.1 Ri4.2 SL4.1c K5CST4 4.1.5 I.B.6 I.C.12
- California Valley Quail (https://app.studiesweekly.com/online/content/147814) II.C.6 I.B.6 4.1.5 RI4.1 Ri4.2 4.1
- Mapping and Charting: Compare and Contrast (https://app.studiesweekly.com/online/content/147815) I.B.6

K5CST4 4.1 4.1.5 II.C.6 4.1.3 RI4.9 I.A.3

- Think and Review (https://app.studiesweekly.com/online/content/147816) W4.9

SL4.1d 4.1 4.1.3 I.C.12 RI4.1 K5HI2 I.C.10 4.1.4 I.B.6 RI4.10

- The Shrink Machine (https://app.studiesweekly.com/online/content/147817) W4.2a

W4.2b W4.1c W4.2e W4.3e W4.3d W4.2c W4.4 W4.4a W4.2d W4.1a W4.1b W4.1d W4.3a W4.3c W4.3b W4.5

California Resources

Week 4 - California Resources

Students will study California's natural resources in the four regions and study how communities in California vary in their use of these resources.

- California's Climate and Natural Resources (https://app.studiesweekly.com/online/content/147820) Ri4.2

I.B.6 K5HI2 4.1 RI4.4 I.A.1 4.3 II.C.6 K5CST5 4.1.5 RI4.1

- Enjoy Your Party, But Celebrate Green! (https://app.studiesweekly.com/online/content/147821) RI4.5

RI4.8

- Where to Find California's Rich Natural Resources (https://app.studiesweekly.com/online/content/147822)

4.1.5

K5HI2 K5CST4 I.B.6 4.1.3 4.1.4 4.1 II.C.6 RI4.9 RI4.3 RI4.4 K5CST5

- California Wine (https://app.studiesweekly.com/online/content/147823) 4.1

RI4.1 I.B.6 K5HI2 4.1.3 Ri4.2 II.C.6 K5CST5

- Boron (https://app.studiesweekly.com/online/content/147824) 4.1

4.1.5 Ri4.2 RI4.3 4.1.3 K5HI2 I.B.6 II.C.6

- Why is California called the 'Golden State'? (https://app.studiesweekly.com/online/content/147826) I.A.3

4.1.5 Ri4.2 4.1 RI4.1 I.B.6 4.1.3

- California Halibut (https://app.studiesweekly.com/online/content/147827) 4.1.3

Ri4.2 4.1.5 I.A.3 RI4.3 I.B.6 4.1

- Mapping Our Natural Resources (https://app.studiesweekly.com/online/content/147829) K5HI2

4.1.3 4.1.5 Ri4.2 I.B.6 I.C.12 4.1 II.C.6 K5CST4

- Let's Write (https://app.studiesweekly.com/online/content/147830) W4.3

W4.1 W4.2 W4.4 4.1.3

- Think and Review (https://app.studiesweekly.com/online/content/147831) W4.3

4.1.3 I.C.12 4.1 I.B.6 I.C.10

California Indians

Week 5 - California Indians

Students will be introduced to the American Indians who first inhabited California, including their geographic distribution and economic activities. Students will also learn how they depended on, adapted to and modified the physical environment by cultivation of land and use of sea resources.

- Meet the First Californians (https://app.studiesweekly.com/online/content/147848) RI4.1

K5CST5 RI4.3 K5HI2 4.2 4.2.1 Ri4.2 I.A.1 I.B.6

- The Atlatl is Here to Stay (https://app.studiesweekly.com/online/content/147851) I.A.1

I.B.6 4.2.1 RI4.4 4.2 Ri4.2 RI4.3

- Meet the First Californians (https://app.studiesweekly.com/online/content/147852) K5CST5

Ri4.2 II.C.6 4.1.5 4.2 4.2.1 RI4.4 RI4.7 I.B.6 K5HI2

- Etchings (https://app.studiesweekly.com/online/content/147853) RI4.4

RI4.1 Ri4.2

- Self-Discipline (https://app.studiesweekly.com/online/content/147854) Ri4.2

RI4.1 II.C.6 I.B.6

- Which tree is the biggest in the world? (https://app.studiesweekly.com/online/content/147855) RI4.3 4.1.5 RI4.4 I.B.6 RI4.7 II.C.6
- Bow and Arrow (https://app.studiesweekly.com/online/content/147856) 4.2 K5HI2 II.C.6 Ri4.2 I.B.6 4.2.1 RI4.1
- Making Decoys (https://app.studiesweekly.com/online/content/147857) 4.2 4.2.1 K5HI2 RI4.1 RI4.4 Ri4.2 I.B.6 II.C.6
- Match It Up (https://app.studiesweekly.com/online/content/147862) 4.2.1 RI4.1 II.C.6 I.B.6 4.1.5 Ri4.2 4.2 K5HI2
- Language Arts Connection (https://app.studiesweekly.com/online/content/147863) L4.1a
- Think and Review (https://app.studiesweekly.com/online/content/147864) W4.9 W4.2b W4.2a W4.2d SL4.1d I.C.12 RI4.1 4.2.1 4.2 RI4.10 W4.2c W4.2e I.B.6 I.C.10
- Let's Write (https://app.studiesweekly.com/online/content/147865) W4.2 W4.1 W4.3 W4.4 W4.9 4.2.1 4.2
- Californians (https://app.studiesweekly.com/online/content/158075)

California Indians on the Coast

Week 6 - California Indians on the Coast

Students will learn about the coastal tribes of California, including their economic activities, legends and religious beliefs.

- Peaceful Living on the Coast (https://app.studiesweekly.com/online/content/147867) RI4.1 4.2 Ri4.2 K5HI2 4.2.1 I.A.1 RI4.3 II.C.6 I.B.6 K5CST1
- Chemicals Make Fatal Feathers? (https://app.studiesweekly.com/online/content/147868) 4.2 II.C.6 RI4.1 RI4.5 RI4.3 K5HI2 4.2.1 I.B.6
- Pacific Coast American Indians (https://app.studiesweekly.com/online/content/147869) 4.2 4.2.1 I.B.6 K5HI1 K5HI2 Ri4.2 II.C.6 I.A.3 RI4.1 RI4.3
- Fact Cubes (https://app.studiesweekly.com/online/content/147870) W4.10 RI4.3 SL4.1b RI4.10 SL4.1 SL4.1d SL4.1a SL4.1c
- Loyalty (https://app.studiesweekly.com/online/content/147871) Ri4.2 RI4.4 II.C.6 I.B.6 RI4.1 I.A.3
- How long can seeds last? (https://app.studiesweekly.com/online/content/147872) Ri4.2 RI4.1 RI4.4 I.B.6 II.C.6
- Using Acorns for Food (https://app.studiesweekly.com/online/content/147873) 4.2 RI4.10 RI4.4 I.B.6 4.2.1 Ri4.2 II.C.6 RI4.1 K5CST3
- Whales (https://app.studiesweekly.com/online/content/147874) I.B.6 4.1.5 Ri4.2 RI4.4 II.C.6 RI4.1
- Let's Write (https://app.studiesweekly.com/online/content/147875) W4.2 W4.3 W4.4 W4.1 4.2.1 4.2
- What Do You Know? (https://app.studiesweekly.com/online/content/158583)
- Think and Review (https://app.studiesweekly.com/online/content/158584) I.C.10 I.C.12 RI4.1 W4.2 I.B.6 RI4.10 W4.9

California Indians in the Desert

Week 7 - California Indians in the Desert

Students will study inland American Indians and their skills for thriving in desert regions. Students will learn how they depended on, adapted to and modified the physical environment.

- California Desert Indians (https://app.studiesweekly.com/online/content/147879) 4.2.1 K5CST5 4.2 II.C.6 Ri4.2 RI4.4 I.B.6 K5HI2 RI4.3
- Mojave and Cahuilla Indians (https://app.studiesweekly.com/online/content/147882) Ri4.2 K5CST5 I.B.6 4.1.5 4.2 4.2.1 RI4.1 RI4.4 II.C.6 K5HI2 K5CST4
- Climbing the Mountain: A Cahuilla Legend (https://app.studiesweekly.com/online/content/147887) II.C.6 4.2 RL4.1 4.2.1 RL4.2 I.B.6
- Mojave Desert (https://app.studiesweekly.com/online/content/147888) Ri4.2 II.C.6 RI4.4 RI4.1 I.B.6 K5HI2 K5CST5 4.1.5
- How often does lightning hit the Earth? (https://app.studiesweekly.com/online/content/147894) RI4.3 I.B.6 II.C.6
- Chia Seeds (https://app.studiesweekly.com/online/content/147895) 4.1.5 Ri4.2 I.B.6 4.2 I.A.3 4.2.1 RI4.1 II.C.6
- Let's Write (https://app.studiesweekly.com/online/content/147896) W4.2d W4.1c W4.3a 4.2 W4.2e W4.1b W4.2a W4.3c W4.3d W4.4 W4.4a 4.2.1 W4.1a W4.1d W4.3e W4.2c W4.3b W4.2b
- Think and Review (https://app.studiesweekly.com/online/content/147898) W4.2 W4.9 I.B.6 SL4.1d I.C.10 I.C.12 4.2 4.2.1 RI4.10 RI4.1
- Stone Tools Help Archaeologists Learn About Early People (https://app.studiesweekly.com/online/content/156663) 4.2 4.2.1 Ri4.2 RI4.8 K5CST2
- Fun Desert Facts (https://app.studiesweekly.com/online/content/158076)
- Describe the Tribe (https://app.studiesweekly.com/online/content/158585)

California Indians in the Mountains

Week 8 - California Indians in the Mountains

Students will learn about the beliefs, customs and diets of tribes from the mountain regions of California.

- A Piece of the Yahi (https://app.studiesweekly.com/online/content/147915) 4.2 4.2.1 RL4.2 RL4.1 I.B.6 II.C.6 K5CST5 K5HI2
- An Ancient Promise to McCloud River Salmon (https://app.studiesweekly.com/online/content/147916) 4.2 RI4.6 I.B.6 4.2.1 RI4.3 K5HI2 Ri4.2 RI4.1 II.C.6
- Northeast and Mountain American Indians (https://app.studiesweekly.com/online/content/147918) 4.2.1 4.2 I.B.6 RI4.4 Ri4.2 II.C.6 K5HI2 RI4.1 K5CST5
- American Indian Dream Catcher (https://app.studiesweekly.com/online/content/147920) RI4.10 RI4.6 RI4.7 W4.10
- Mount Lassen (https://app.studiesweekly.com/online/content/147922) 4.1.5 Ri4.2 K5HI2 RI4.1 II.C.6 I.B.6
- Building a Canoe (https://app.studiesweekly.com/online/content/147923) K5HI2 4.2 4.2.1 RI4.5 I.B.6 RI4.1 Ri4.2 II.C.6
- What is a sweathouse? (https://app.studiesweekly.com/online/content/147927) K5HI1 II.C.6 4.2 4.2.1 RI4.1 Ri4.2 I.B.6 K5HI2
- Grizzly Bear (https://app.studiesweekly.com/online/content/147930) K5HI1 I.B.6 4.1.5 RI4.1 II.C.6 Ri4.2 K5HI2
- Let's Write (https://app.studiesweekly.com/online/content/147931) W4.1 W4.2 W4.3 W4.4 4.2.1 4.2
- Think and Review (https://app.studiesweekly.com/online/content/147934) W4.9 I.C.10 4.2.1 RI4.1 W4.2a 4.2 RI4.10 I.C.12 W4.2c W4.2e W4.9a I.C.10 W4.2d W4.2b I.B.6 SL4.1d
- Match It Up! (https://app.studiesweekly.com/online/content/150879) I.C.12

Ri4.2 I.B.6 K5CST5 RI4.1 II.C.6 4.2 K5HI2 4.2.1

California Indians in the Central Valley

Week 9 - California Indians in the Central Valley

Students will learn about the beliefs, customs and diets of tribes from the Central Valley region of California.

- Thunder and Earthquake Create Ocean (https://app.studiesweekly.com/online/content/147935) K5HI2 I.B.6 II.C.6 RL4.1 RL4.2 4.2 4.2.1 SL4.1a SL4.1b SL4.1c SL4.1d SL4.1 K5REPOV2 K5REPOV2
- Learning About Differences (https://app.studiesweekly.com/online/content/147936) II.C.6 RI4.6 4.2.1 RI4.5 4.2 I.B.6
- California Indians in the Central Valley (https://app.studiesweekly.com/online/content/147943) RI4.1 Ri4.2 K5HI2 4.2.1 4.2 RI4.4 II.C.6 K5CST5 RI4.3 I.B.6 K5CST4
- Role of the Shaman (https://app.studiesweekly.com/online/content/147946) I.B.6 4.2 RI4.1 II.C.6 K5HI2 RI4.4 4.2.1
- Tulare (https://app.studiesweekly.com/online/content/147947) Ri4.2 4.1.5 RI4.3 K5CST5 K5HI2 I.B.6 II.C.6
- Making Moccasins (https://app.studiesweekly.com/online/content/147948) Ri4.2 RI4.5 K5HI2 I.B.6 II.C.6 4.2 4.2.1
- Tule (https://app.studiesweekly.com/online/content/147949) K5HI2 4.1.5 I.B.6 II.C.6 RI4.1 RI4.5
- Alike or Different? (https://app.studiesweekly.com/online/content/147950) K5HI2 4.2 Ri4.2 I.C.12 I.C.10 K5CST5 4.2.1 RI4.1 RI4.5 I.A.3
- Think and Review (https://app.studiesweekly.com/online/content/147951) W4.2 W4.9 RI4.1 RI4.10 I.C.12 K5CST5 K5HI2 4.2 4.2.1 I.C.10 I.B.6
- Let's Write (https://app.studiesweekly.com/online/content/147952) W4.4 W4.1 W4.3 W4.2 4.2.1 4.2

Early Explorers Visit California

Week 10 - Early Explorers Visit California

Students will study early explorers and their discoveries in America. They will identify the sea routes to and early land and European settlements in California. There is a focus on the exploration of the North Pacific by explorers such as Captain James Cook, Vitus Bering and Juan Cabrillo.

- Cabrillo Cruises the California Coast (https://app.studiesweekly.com/online/content/149543) 4.2.2 K5HI3 RI4.1 II.C.6 4.2 I.B.6 RI4.3 K5HI1 RI4.8 K5HI2
- Pioneer of the California Surf (https://app.studiesweekly.com/online/content/149544) RI4.3 Ri4.2 I.B.6 II.C.6
- Early Explorers Visit California (https://app.studiesweekly.com/online/content/149545) RI4.4 I.B.5 II.C.6 RI4.5 K5HI3 I.B.6 4.2 RI4.1 K5HI2 4.2.2 K5HI1 Ri4.2
- Vitus Bering and Russian Colonies in Alaska (https://app.studiesweekly.com/online/content/149546) I.B.6 4.2 II.C.6 RI4.1 RI4.3 4.2.2 SL4.1c K5CST2
- San Diego (https://app.studiesweekly.com/online/content/149547) Ri4.2 K5HI2 RI4.1 I.B.6 4.1.5 II.C.6 K5CST5
- What is a 'conquistador'? (https://app.studiesweekly.com/online/content/149548) 4.2.2 4.2 RI4.3 II.C.6 RI4.4 I.B.6 K5HI1
- Think and Review (https://app.studiesweekly.com/online/content/149551) W4.2 W4.9 RI4.1 K5HI1 I.C.10 K5CST5 4.2 I.B.6 4.2.2 RI4.10 I.C.12
- Let's Write (https://app.studiesweekly.com/online/content/149552) W4.1

W4.2 W4.3 4.2.2 4.2 W4.4

- Africans and Filipinos in the New World (https://app.studiesweekly.com/online/content/156676) K5HI1 4.2 I.B.6 K5HI3 4.2.2 4.2.3 RI4.3 Ri4.2 RI4.5 II.C.6 K5HI2
- Primary and Secondary Source Sleuths (https://app.studiesweekly.com/online/content/156704) I.C.12 K5REPOV2 RI4.5 K5REPOV2 I.B.6 Ri4.2 RI4.4

The Mission System

Week 11 - The Mission System

Students will learn about the placement and structure of California's Spanish missions. Students will describe the economy and unique features of several different missions. They will also learn about Junipero Serra and Gaspar de Portolá .

- A Sacred Expedition to California (https://app.studiesweekly.com/online/content/149553) RI4.4 II.C.6 I.B.6 4.2 4.2.3 RI4.3 K5HI3 Ri4.2 K5HI1
- The Mission System (https://app.studiesweekly.com/online/content/149554) K5HI1 4.2.3 4.2.6 I.A.3 RI4.1 4.2 K5HI3 RI4.4 K5CST1 4.2.4 4.2.5 Ri4.2 I.B.6 II.C.6
- Bells Mark The Path of El Camino Real (https://app.studiesweekly.com/online/content/149555) 4.2.4 II.C.6 Ri4.2 RI4.1 K5CST3 K5HI1 I.B.6 4.2 4.2.3
- What is adobe? (https://app.studiesweekly.com/online/content/149556) 4.2 RI4.4 II.C.6 4.2.3 Ri4.2 I.B.6 K5HI3 K5HI1
- The Franciscans (https://app.studiesweekly.com/online/content/149557) 4.2.3 4.2.4 K5HI3 4.2.6 RI4.1 4.2 K5HI1 II.C.6 I.B.6 RI4.3 Ri4.2
- Spanish Missions: Find Out More! (https://app.studiesweekly.com/online/content/149558) SL4.4 4.2 4.2.6 I.C.10 I.C.9 4.2.4 W4.7 I.C.12 RI4.7 K5HI1 4.2.3 RI4.9 K5HI2
- Let's Write (https://app.studiesweekly.com/online/content/149559) W4.2 W4.3 W4.1 W4.4 4.2.5 4.2
- Think and Review (https://app.studiesweekly.com/online/content/149560) W4.2 W4.9 K5HI1 4.2.5 I.C.10 4.2 4.2.6 RI4.1 I.C.12 RI4.10 I.B.6 4.2.3

Mission Life

Week 12 - Mission Life

Students will study what missionaries taught American Indians and what daily life was like in the missions.

- I Am Morning Dove (https://app.studiesweekly.com/online/content/149569) 4.2 I.B.6 RL4.1 4.2.3 RL4.2 K5HI1 II.C.6 4.2.4 4.2.6 4.2.5
- The 'Irish' Saint Who Wasn't Really Irish (https://app.studiesweekly.com/online/content/149570) Ri4.2 RI4.4 I.B.6 II.C.6 RI4.3 I.A.3
- The Mission Village (https://app.studiesweekly.com/online/content/149572) RI4.3 I.B.6 II.C.6 K5HI3 4.2.4 Ri4.2 K5HI1 4.2.3 4.2
- Bells (https://app.studiesweekly.com/online/content/149573) I.B.6 II.C.6 RI4.1 RI4.4
- Respect (https://app.studiesweekly.com/online/content/149575) RI4.1 RI4.4 II.C.6 I.B.6 I.A.3
- Why were the missions closed down? (https://app.studiesweekly.com/online/content/149576) II.C.6 K5HI1 4.2.5 4.2.3 4.2 RI4.3 Ri4.2 I.B.6 4.2.4 K5HI3
- Cattle (https://app.studiesweekly.com/online/content/149577) I.B.6 4.2.4 K5HI1 II.C.6 RI4.1 RI4.4 4.2.6 4.2 4.2.3 K5HI3
- Label the Mission (https://app.studiesweekly.com/online/content/149578) I.C.11

4.2.5 RI4.9 RI4.7 K5REPOV2 I.C.12 K5REPOV2 4.2 4.2.4 SL4.1c I.C.9

- Let's Write (https://app.studiesweekly.com/online/content/149579) W4.3 W4.1 W4.2 W4.4 4.2.5 4.2
- Think and Review (https://app.studiesweekly.com/online/content/149580) W4.2 W4.9 RI4.1 RI4.10 4.2.4 K5HI1 4.2 K5HI3 4.2.6 4.2.5 4.2.3 I.B.6 I.C.10 I.C.12

Presidios and Pueblos

Week 13 - Presidios and Pueblos

Students will study presidios and pueblos and describe the relationships among soldiers, missionaries and Indians.

- The Life of a Spanish Missionary (https://app.studiesweekly.com/online/content/149585) RI4.1 RI4.4 4.2 4.2.3 K5HI1 II.C.6 4.2.5 I.B.6
- Making the World a Kinder Place (https://app.studiesweekly.com/online/content/149586) II.C.6 I.B.6 I.A.3 RI4.1 RI4.4
- Early Spanish Settlements– Presidios and Pueblos (https://app.studiesweekly.com/online/content/149588) K5CST5 4.2 RI4.3 4.1 II.C.6 K5HI1 4.1.5 4.2.4 4.2.3 4.2.5 RI4.4 I.B.6 K5CST4
- Clarity of Expression: Father Junípero Serra and the California Missions (https://app.studiesweekly.com/online/content/149591) 4.2.6 4.2.5 RI4.1 I.B.6 K5HI1 RI4.4 4.2 4.2.3 4.2.4 I.A.3 II.C.6 K5HI3
- Monterey and Carmel (https://app.studiesweekly.com/online/content/149594) II.C.6 RI4.1 4.1 4.1.5 RI4.4 I.B.6
- Where Does the Word 'California' Come From? (https://app.studiesweekly.com/online/content/149597) 4.1 I.B.6 Ri4.2 RI4.4 II.C.6 K5HI1 K5HI3
- Baja and Alta California (https://app.studiesweekly.com/online/content/149598) K5CST4 4.1 RI4.1 RI4.3 4.1.5 I.B.6 I.A.3 II.C.6 K5HI1
- Compare and Contrast Spanish Settlements (https://app.studiesweekly.com/online/content/149600) 4.2.6 4.2.5 K5HI3 RI4.5 4.2 4.2.3 4.2.4 Ri4.2 RI4.1 I.B.6 II.C.6 K5HI1
- Let's Write (https://app.studiesweekly.com/online/content/149601) W4.3 W4.1 W4.2 W4.4 4.2.3 4.2 4.2.5
- Think and Review (https://app.studiesweekly.com/online/content/149602) W4.9 W4.2 4.2 RI4.4 I.B.6 K5HI3 RI4.10 K5HI1 4.2.3 I.C.12 4.1 RI4.1 I.C.10
- Sketch a Spanish Presidio (https://app.studiesweekly.com/online/content/158078)

Mexico Gains Independence

Week 14 - Mexico Gains Independence

Students will learn about the effects of the Mexican War for Independence on Alta California, including Mexico's secession from Spain. They will cover California's early government.

- A New Flag Over California (https://app.studiesweekly.com/online/content/149630) I.B.6 II.C.6 4.2.7 RI4.4 4.2 Ri4.2 RI4.3
- Latino Californians Outlive Neighbors (https://app.studiesweekly.com/online/content/149631) Ri4.2 I.B.6 RI4.4 RI4.1 II.C.6
- Mexican California (https://app.studiesweekly.com/online/content/149637) II.C.6 4.2 RI4.5 RI4.4 I.B.6 Ri4.2 4.2.5 4.2.7 4.2.8 4.3 4.3.1
- Vallejo (https://app.studiesweekly.com/online/content/149643) RI4.1 Ri4.2 II.C.6 4.1.5 I.B.6 4.2 RI4.4 4.2.8

- Why do so many California cities have Spanish names? (https://app.studiesweekly.com/online/content/149644) Ri4.2 RI4.1 I.A.3 4.2 4.2.8 II.C.6 4.2.5 RI4.4 I.B.6
- A Meaty Menu (https://app.studiesweekly.com/online/content/149645) 4.2 Ri4.2 II.C.6 4.2.5 RI4.1 4.2.8 I.B.6
- ¿Hablas español? (https://app.studiesweekly.com/online/content/149646)
- Think and Review (https://app.studiesweekly.com/online/content/149647) W4.9 I.C.10 RI4.4 4.2.5 RI4.10 4.2 4.2.8 I.C.12 4.2.7 RI4.1 I.B.6
- Let's Write (https://app.studiesweekly.com/online/content/149648) W4.2 W4.3 W4.1 W4.4 4.2.7 4.2.8 4.2 4.2.5

Rancho Life

Week 15 - Rancho Life

Students will study the daily lives of the people, native and nonnative, in the ranchos.

- The Peralta Family—Famous Californios (https://app.studiesweekly.com/online/content/149662) Ri4.2 RI4.4 4.3.1 4.2.5 4.2 4.2.8 RI4.1 I.B.6 II.C.6
- Powwows Bring Back Traditions (https://app.studiesweekly.com/online/content/149663) RI4.1 Ri4.2 RI4.4 4.2.1
- Rancho Life (https://app.studiesweekly.com/online/content/149664) 4.2.5 II.C.6 Ri4.2 RI4.8 4.2.8 RI4.4 I.B.6 4.2 RI4.3
- Zorro: Fact or Fiction? (https://app.studiesweekly.com/online/content/149666) K5REPOV3 RI4.5 RI4.8 I.A.3 4.2.8 I.B.6 I.C.11 4.2 Ri4.2
- The Hide-and-Tallow Trade (https://app.studiesweekly.com/online/content/149667) Ri4.2 4.2 RI4.1 II.C.6 4.2.8 RI4.4 4.2.5 I.B.6
- American Cowhands Lasso Spanish Words (https://app.studiesweekly.com/online/content/149670) 4.2 4.2.5 Ri4.2 RI4.4 I.B.6 RI4.1 II.C.6
- What is a patrona? (https://app.studiesweekly.com/online/content/149672) 4.2.5 Ri4.2 RI4.4 4.2 RI4.1 II.C.6 I.B.6
- So You Want to Be a Vaquero? (https://app.studiesweekly.com/online/content/149676) 4.2.5 4.2 II.C.6 RI4.4 Ri4.2 I.B.6
- Matching It Up (https://app.studiesweekly.com/online/content/149677) I.B.6 4.2 I.A.1 II.C.6 4.2.5 RI4.1 4.2.8
- Think and Review (https://app.studiesweekly.com/online/content/149679) W4.9 RI4.4 I.B.6 4.2.8 4.2.5 RI4.10 I.C.10 I.C.12 4.2 RI4.1
- Let's Write (https://app.studiesweekly.com/online/content/149681) W4.1 W4.2 W4.3 W4.4 4.2 4.2.5 4.2.8

End of the Mission System

Week 16 - End of the Mission System

Students will learn the contributing factors leading to the end of the mission system. They will discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions and the rise of the rancho economy.

- Mission San Juan Capistrano (https://app.studiesweekly.com/online/content/149737) 4.2.4 II.C.6 RI4.5 4.2.5 Ri4.2 RI4.4 I.B.6 4.2 4.2.3 4.2.6
- Lasers Help Preserve California Missions (https://app.studiesweekly.com/online/content/149738) Ri4.2 RI4.1 RI4.4 4.2

- End of the Spanish Mission System (https://app.studiesweekly.com/online/content/149740) 4.2 4.2.3 4.2.8 Ri4.2 RI4.1 I.B.6 II.C.6 RI4.4
- Father Fermín Francisco de Lasuén (https://app.studiesweekly.com/online/content/149741) 4.2.8 RI4.4 4.2.3 II.C.6 4.2 RI4.1 I.B.6 Ri4.2 4.2.4
- Will the Swallows Come Back to Capistrano? (https://app.studiesweekly.com/online/content/149742) II.C.6 I.B.6 RI4.1 RI4.4 4.2 Ri4.2
- Why did so many American Indians die once Europeans came to California? (https://app.studiesweekly.com/online/content/149743) I.B.7 RI4.1 4.2 RI4.4 I.B.6
- Wine Press (https://app.studiesweekly.com/online/content/149744) 4.2 RI4.4 4.2.5 4.2.6 I.B.6 I.B.7 RI4.1
- Missions Versus Ranchos (https://app.studiesweekly.com/online/content/149745) I.B.7 4.2.4 I.B.6 4.2.3 4.2.8 4.2 4.2.5 RI4.3 RI4.8 RI4.9 I.C.11
- Let's Write (https://app.studiesweekly.com/online/content/149746) W4.1 W4.3 W4.2 4.2.5 W4.4 4.2 4.2.8
- Think and Review (https://app.studiesweekly.com/online/content/149747) W4.9 4.2 I.B.6 RI4.4 RI4.1 RI4.10 4.2.3 I.C.12 4.2.5 4.2.8 I.C.10

The New Economy

Week 17 - The New Economy

Students will study the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.

- Missions Bring Farming to California (https://app.studiesweekly.com/online/content/149755) 4.1.5 4.2.6 4.2.3 K5CST2 I.C.11 RI4.1 Ri4.2 4.2 I.B.6 RI4.4
- Honeybees Keep Busy (https://app.studiesweekly.com/online/content/149758) Ri4.2 RI4.1 RI4.4
- Changes in California's Economy (https://app.studiesweekly.com/online/content/149766) I.B.6 4.2 RI4.5 II.C.6 4.2.8 4.3.4 Ri4.2 RI4.3 4.2.6
- Cheesy Beginnings (https://app.studiesweekly.com/online/content/149769) 4.2 Ri4.2 II.C.6 I.B.6 RI4.1 RI4.4 4.2.6
- Observing California American Indians (https://app.studiesweekly.com/online/content/149770) K5REPOV2 K5REPOV1 I.B.6 Ri4.2 I.B.7 SL4.1c SL4.1d I.B.8
- Let's Write (https://app.studiesweekly.com/online/content/149771) W4.1 W4.2 W4.3 4.2 4.2.8 W4.4 4.2.6
- Think and Review (https://app.studiesweekly.com/online/content/149772) W4.9 4.3.4 I.C.12 4.2.6 RI4.1 RI4.10 I.B.6 I.C.10 4.2 RI4.4
- Fresno (https://app.studiesweekly.com/online/content/149796) RI4.4 4.1.5 II.C.6 Ri4.2 RI4.1 I.B.6
- How did California government change over time? (https://app.studiesweekly.com/online/content/149799) RI4.1 RI4.3 4.2.3 Ri4.2 4.2.8 I.B.7 4.2 I.B.6 II.C.6
- Steel Plow (https://app.studiesweekly.com/online/content/149800) II.C.6 I.B.6 I.B.7 RI4.1 Ri4.2 RI4.4
- Popular Vote (https://app.studiesweekly.com/online/content/158079)

Early Settlers

Week 18 - Early Settlers

Students will compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Frémont, Pio Pico, John Bidwell and the Donner Party). They will also learn about the founding and development of the community of Sacramento.

- Going West! (https://app.studiesweekly.com/online/content/149802) RI4.1 Ri4.2 4.3.2 4.3 RI4.4 II.C.6 I.B.6
- California Explorer's Grave Discovered (https://app.studiesweekly.com/online/content/149804) Ri4.2 RI4.4 II.C.6 4.3.2 RI4.1 I.B.6
- Coming to California (https://app.studiesweekly.com/online/content/149867) I.B.6 RI4.1 Ri4.2 RI4.3 4.3 4.3.2 II.C.6 K5CST4
- Quadrorama (https://app.studiesweekly.com/online/content/149868) RI4.7 W4.4 RI4.3
- Sacramento (https://app.studiesweekly.com/online/content/149870)
- Why Wasn't Jedediah Smith Welcome in California, While Other Settlers Were? (https://app.studiesweekly.com/online/content/149871) RI4.1 II.C.6 Ri4.2 RI4.7 4.1.5 I.B.7 I.B.6
- Donner Memorial State Park (https://app.studiesweekly.com/online/content/149872) 4.2.3 I.B.6 RI4.1 4.2 Ri4.2 II.C.6
- Think and Review (https://app.studiesweekly.com/online/content/149875) RI4.1 I.B.6 RI4.10 4.2 I.C.10 4.2.3 I.C.12 RI4.4 W4.9
- Let's Write (https://app.studiesweekly.com/online/content/149876) W4.1 W4.2 W4.4 W4.3

Bear Flag Revolt

Week 19 - Bear Flag Revolt

Students will learn about the Bear Flag Revolt and important figures at the time. They will learn how California became a republic.

- General Mariano Guadalupe Vallejo (https://app.studiesweekly.com/online/content/135321) 4.2.8 RI4.3 4.3.3 4.3 I.B.6 Ri4.2 II.C.6
- The California Republic (https://app.studiesweekly.com/online/content/135331) Ri4.2 K5CST4 I.B.6 RI4.3 4.3.3 RI4.4 II.C.6 4.3
- John C. Fremont (https://app.studiesweekly.com/online/content/135337) I.B.6 II.C.6 4.3.2 RI4.1 RI4.3 4.3
- What makes a nation? (https://app.studiesweekly.com/online/content/135346) RI4.4 4.1 I.B.6 II.C.6
- What Did the Bear Flag Really Look Like? (https://app.studiesweekly.com/online/content/135348) 4.3 SL4.1a SL4.1b SL4.1d SL4.1 SL4.1c I.B.6 I.A.3 K5REPOV2 II.C.6 RI4.8 RI4.1 Ri4.2 RL4.3 RL4.1
- Why Should I Follow Directions? (https://app.studiesweekly.com/online/content/135350) Ri4.2 SL4.1 I.B.6 W4.4 II.C.6
- Let's Write (https://app.studiesweekly.com/online/content/135352) I.C.10 4.1 4.2.8 4.3.3 4.3 I.C.11 I.C.12 W4.3 W4.4 W4.2 W4.1
- Think and Review (https://app.studiesweekly.com/online/content/135354) 4.3.3 4.1 4.2.8 4.3 RI4.1 RI4.4 RI4.10 I.B.6 I.C.10 I.C.12 W4.9
- Commodore John Drake Sloat (https://app.studiesweekly.com/online/content/157091) RI4.3 II.C.6 4.3 Ri4.2 I.B.6
- Exploration (https://app.studiesweekly.com/online/content/157093) 4.2 I.B.6 II.C.6 Ri4.2 RI4.3 RI4.4 4.2.2

Mexican-American War

Week 20 - Mexican-American War

Students study the struggle for control of California in the Mexican-American War.

- We're Having a War—Strike up the Band! (https://app.studiesweekly.com/online/content/135433) 4.3 RI4.3 I.B.6 II.C.6 Ri4.2
- A Little Taste of History (https://app.studiesweekly.com/online/content/135434) RI4.10 4.3.2
- The Mexican-American War (https://app.studiesweekly.com/online/content/135435) 4.3 I.B.6 4.3.5 RI4.1 RI4.3 Ri4.2 I.B.7 II.C.6 K5CST1 K5CST4
- What did Californios think about joining the United States? (https://app.studiesweekly.com/online/content/135436) 4.3.5 RI4.3 4.3 RI4.1 Ri4.2 I.B.6 I.B.8 II.C.6
- Trustworthiness (https://app.studiesweekly.com/online/content/135437) I.B.6 I.B.6 RI4.4 I.A.3 4.3
- Treaty of Guadalupe Hidalgo (https://app.studiesweekly.com/online/content/135438) RI4.1 4.3 RI4.3 I.B.6 4.3.5 Ri4.2
- What is Manifest Destiny? (https://app.studiesweekly.com/online/content/135439) I.A.1 I.B.6 Ri4.2 RI4.1 RI4.3 4.3
- Land Acquired from Mexico (https://app.studiesweekly.com/online/content/135440) Ri4.2 I.C.11 I.C.10 I.C.12 K5CST4 4.3 4.3.5 RI4.3 RI4.1
- How Do I Read a Map? (https://app.studiesweekly.com/online/content/135442) I.A.2 I.C.9 I.B.6 4.3.1 RI4.1 4.3 RI4.7 4.3.5 RI4.4 K5CST4
- Think and Review (https://app.studiesweekly.com/online/content/135443) I.C.10 W4.9 I.C.12 I.B.6 RI4.1 RI4.4 RI4.10 4.3 4.3.5
- Let's Write (https://app.studiesweekly.com/online/content/135444) I.C.10 4.3.5 4.3 I.C.12 W4.4 I.C.10 W4.2 K5HI3 I.B.6 K5HI1 W4.1 W4.3

Gold Discovered

Week 21 - Gold Discovered

Students will be introduced to the discovery of gold as a turning point in California history.

- "Gold! Gold! Gold from the American River!" (https://app.studiesweekly.com/online/content/135445) 4.3.3 Ri4.2 I.B.6 RI4.3 RL4.2 4.3 4.3.1 RI4.1
- Troubles for Natural Pesticide Company (https://app.studiesweekly.com/online/content/135446) RI4.4 Ri4.2 I.B.6
- Gold Discovered (https://app.studiesweekly.com/online/content/135447) 4.4.2 RI4.3 4.3 I.B.6 II.C.6 Ri4.2 4.1.5 4.3.3 4.3.4 4.3.1
- Voices From the Past (https://app.studiesweekly.com/online/content/135448) 4.3 Ri4.2 RI4.1 RI4.3 I.B.6 I.B.7 II.C.6 4.3.3 4.3.4 K5CST2 K5REPOV1
- Sacramento County (https://app.studiesweekly.com/online/content/135450) RI4.1 I.B.6 Ri4.2 4.1.5 II.C.6
- Tools of the Gold Rush (https://app.studiesweekly.com/online/content/135451) 4.3.3 RI4.4 4.3 Ri4.2 I.B.6
- Who discovered gold in California? (https://app.studiesweekly.com/online/content/135452) 4.3 I.B.6 RI4.1 Ri4.2 RI4.4 4.3.3
- Donkeys (https://app.studiesweekly.com/online/content/135454) 4.1.5 RI4.1 RI4.4

- How Do I Read Charts? (https://app.studiesweekly.com/online/content/135458) RI4.8 I.C.10 RI4.7 SL4.1 II.C.6
- Think and Review (https://app.studiesweekly.com/online/content/135460) I.C.12 K5HI3 RI4.4 W4.9 I.B.6 K5HI1 RI4.1 RI4.10 I.C.10 4.3.3 4.4.2 4.3
- Let's Write (https://app.studiesweekly.com/online/content/135461) I.C.10 I.B.6 I.A.1 4.3 4.3.3 W4.2d W4.2b W4.3b W4.3d RI4.3 W4.1a W4.1b W4.1c W4.1d W4.2a W4.2c W4.2e W4.3a W4.3c W4.3e

The Gold Rush

Week 22 - The Gold Rush

Students will learn about staking a claim and holding onto property in the Gold Rush era. They will also study the various ways that people traveled to get to California.

- Staking a Claim (https://app.studiesweekly.com/online/content/135466) 4.3.3 Ri4.2 K5CST2 I.A.1 I.B.5 I.B.6 K5HI3 RI4.3 4.4.5 RI4.1 4.3 K5HI1
- More North American Gold Rushes (https://app.studiesweekly.com/online/content/135468) Ri4.2 RI4.3 K5HI1
- Gold Rush Game Part II (https://app.studiesweekly.com/online/content/135470)
- Let's Write (https://app.studiesweekly.com/online/content/135472) W4.2a W4.2b W4.3e I.A.1 I.B.6 W4.1b W4.1d W4.3a W4.3c RI4.3 W4.1a W4.1c W4.2c W4.2d W4.2e W4.3b W4.3d I.C.11 4.3
- Think and Review (https://app.studiesweekly.com/online/content/135474) 4.3.3 RI4.10 4.3.2 I.C.10 K5HI1 W4.9 RI4.1 I.B.6 I.C.12 4.3 RI4.4
- Fun Facts (https://app.studiesweekly.com/online/content/135475) RI4.10
- Traveling to California (https://app.studiesweekly.com/online/content/135477) 4.3.2 Ri4.2 RI4.3 I.B.6 II.A.1 RI4.5 K5HI1 4.3 I.B.7 4.3.3 K5CST4
- The Bidwell and Donner Parties (https://app.studiesweekly.com/online/content/135478) 4.3.2 RI4.3 I.B.6 I.A.3 RI4.1 4.3 4.3.3 K5HI1 II.A.2 K5HI3
- Immigration During the Gold Rush (https://app.studiesweekly.com/online/content/135479) II.C.7 K5HI1 RI4.3 4.3.2 Ri4.2 4.3.3 I.B.5 K5HI3 4.3
- Seeing the Elephant (https://app.studiesweekly.com/online/content/135481) I.B.5 II.C.6 RI4.4 K5HI1 II.B.4
- What is placer mining? (https://app.studiesweekly.com/online/content/135482) 4.3.3 4.3 RI4.4 I.A.4 II.B.3 I.B.8 K5HI1 K5HI3
- Gold Rush Game (https://app.studiesweekly.com/online/content/135484) Ri4.2 4.3.3 SL4.1

Life in Mining Camps and Towns

Week 23 - Life in Mining Camps and Towns

Students will learn about life in the mining camps and how the California economy changed as a result of the Gold Rush.

- Life During the Gold Rush (https://app.studiesweekly.com/online/content/135485) I.B.6 4.3 4.3.3 4.4.2 Ri4.2 RI4.3 II.C.6 K5HI3 K5HI1
- San Francisco (https://app.studiesweekly.com/online/content/135486) 4.4.2 K5HI1 4.3.3 Ri4.2 RI4.3 4.3 K5HI3
- Gold Rush Economy (https://app.studiesweekly.com/online/content/135488) I.C.10 I.B.6 RI4.3 4.3 4.4.2 4.3.3 4.3.4 K5CST1 K5HI3 RI4.4 K5HI1 II.C.6

- Primary Source: Diary (https://app.studiesweekly.com/online/content/135489) I.C.10 I.B.6 W4.3a 4.3 4.3.3 W4.3d W4.3e RI4.3 Ri4.2 W4.3b W4.3c K5REPOV1 II.C.7 RI4.6
- Determination (https://app.studiesweekly.com/online/content/135490) I.B.6 RI4.1 Ri4.2 4.3.3 II.C.7
- What is an enterpreneur? (https://app.studiesweekly.com/online/content/135491) Ri4.2 K5HI1 RI4.4 II.C.7 4.4.2 I.B.6
- Making a Graph (https://app.studiesweekly.com/online/content/135492) 4.3.3 RI4.7 I.B.6 II.C.7 4.4.2 I.C.11 K5CST1
- How Do I Use a Graph? (https://app.studiesweekly.com/online/content/135493) K5CST1
- Think and Review (https://app.studiesweekly.com/online/content/135494) RI4.1 RI4.4 RI4.10 4.3 4.3.3 4.4.2 W4.9 K5HI1 K5HI3
- Let's Write (https://app.studiesweekly.com/online/content/135495) 4.3 W4.2c W4.2e W4.2b W4.3b W4.3d W4.3e 4.3.3 4.4.2 W4.1a W4.1b W4.1c W4.1d W4.3a W4.3c RI4.3 W4.2a W4.2d

Women in Early California

Week 24 - Women in Early California

Students will study the lives of women who helped build early California.

- Gathering Information (https://app.studiesweekly.com/online/content/135497) I.A.3 I.B.6 RI4.3 4.3 4.3.4 RI4.1 Ri4.2
- Women Who Made a Difference (https://app.studiesweekly.com/online/content/135500) I.C.10 I.B.5 I.B.6 4.3 RI4.3 4.3.4 4.3.3 K5HI1 Ri4.2 K5HI3
- Primary Sources (https://app.studiesweekly.com/online/content/135501) I.C.10 I.B.6 Ri4.2 RI4.3 RI4.6 4.3 4.3.4 K5REPOV1
- Gold Rush Boardinghouses (https://app.studiesweekly.com/online/content/135502) I.C.10 I.C.9 I.C.11 K5CST5 II.B.5 Ri4.2 K5REPOV2 K5HI1 4.3 4.3.4
- The Right to Vote (https://app.studiesweekly.com/online/content/135504) I.B.6 4.5 RI4.1 Ri4.2 4.3.4 K5HI1 K5HI3
- Make a Match (https://app.studiesweekly.com/online/content/135505) RI4.7 K5HI1 RI4.1 I.C.12 II.C.6 4.3 4.3.4
- Think and Review (https://app.studiesweekly.com/online/content/135507) I.C.12 I.B.6 I.C.10 4.3.2 RI4.4 RI4.10 I.C.10 K5HI1 W4.9 4.3.4 RI4.1 4.3 4.5
- Let's Write (https://app.studiesweekly.com/online/content/135508) I.C.10 I.C.11 I.C.12 W4.1 W4.3 W4.2 W4.4 4.3.5 4.3 4.5 4.3.4
- Nancy Kelsey (https://app.studiesweekly.com/online/content/153407) 4.3 4.3.4 Ri4.2 RI4.3 II.C.6 K5HI1 RI4.4 K5CST4 4.3.2 K5REPOV2 I.B.6
- Charley Parkhurst: One Tough Stagecoach Driver (https://app.studiesweekly.com/online/content/157100) I.A.3 4.3 Ri4.2 K5HI1 K5HI3 4.3.4 RI4.3 I.B.6

The Effects of the Gold Rush

Week 25 - The Effects of the Gold Rush

Students will learn about the effects of the Gold Rush on the population, culture and politics of California and on various ethnic groups.

- Different Groups Look for Gold! (https://app.studiesweekly.com/online/content/153705) I.B.6 4.3 4.4.2 II.C.6 K5HI1 K5HI3 RI4.4 4.3.3 RI4.5 K5CST1 Ri4.2

- California's Economy After the Gold Rush (https://app.studiesweekly.com/online/content/153708) I.B.6 4.4 4.4.2 K5HI1 II.C.6 K5HI3 K5CST1 RI4.5 Ri4.2 4.3.3 RI4.4
- The Effects of the Gold Rush (https://app.studiesweekly.com/online/content/153714) I.C.10 4.4.2 4.3 RI4.6 I.B.6 II.C.6 K5HI1 K5HI3 RI4.3 4.3.3 Ri4.2
- Stockton (https://app.studiesweekly.com/online/content/153716) I.C.10 I.B.6 4.3 K5HI2 II.C.6 K5CST5 RI4.3 4.3.3 4.4.2 Ri4.2 RI4.4
- California Timeline 1769-1850 (https://app.studiesweekly.com/online/content/153722) I.C.9 II.C.6 K5HI1 4.2 4.2.3 4.3.5 4.3.1 4.3.2 4.3.3 RI4.4 RI4.9 RI4.7 4.3 K5CST1
- Compare and Contrast (https://app.studiesweekly.com/online/content/153724) I.A.2 I.A.1 RI4.5 II.C.6 4.4.3 K5HI1 RI4.8 I.B.6 4.3.3 4.3 4.4.2
- Let's Write (https://app.studiesweekly.com/online/content/153725) I.C.10 W4.1 W4.2 W4.4 W4.3 4.4.2 4.3.3 4.3
- Think and Review (https://app.studiesweekly.com/online/content/153726) I.C.10 I.C.12 I.B.6 RI4.4 W4.9 K5HI1 4.4.3 RI4.10 I.C.10 K5HI3 4.3 4.4.2 4.3.3 RI4.1

Compromise of 1850

Week 26 - Compromise of 1850

Students will learn about the Compromise of 1850 and the path to statehood for California.

- Biddy Mason (https://app.studiesweekly.com/online/content/153746) I.B.6 I.B.5 RI4.3 K5HI3 K5HI1 4.3 4.3.4 Ri4.2
- US Constitution (https://app.studiesweekly.com/online/content/153747) I.B.5 I.B.6 K5HI1 4.5 K5HI3 4.5.2 RI4.3 4.5.1 II.B.5 II.C.6 Ri4.2 4.3 4.3.4
- The Compromise of 1850 (https://app.studiesweekly.com/online/content/153748) I.B.5 I.B.6 I.C.10 4.3 K5HI1 K5HI3 Ri4.2 4.3.5 RI4.3
- Did everyone in California oppose slavery? (https://app.studiesweekly.com/online/content/153750) I.B.6 I.C.10 I.A.1 4.5 SL4.1c 4.5.1 4.5.2 Ri4.2 RI4.3 SL4.1d SL4.1a SL4.1b W4.3c W4.3d RI4.1 SL4.1 W4.3b W4.3a W4.3e
- Changes Over Time (https://app.studiesweekly.com/online/content/153751) I.B.6 I.A.1 I.C.10 RI4.9 4.2.7 4.3.5 RI4.7 4.5 4.5.1 4.5.2
- First Amendment Rights (https://app.studiesweekly.com/online/content/153752) I.C.9 4.5 RI4.9 4.5.1 RI4.1 I.C.11 I.C.12 K5HI1
- Let's Write (https://app.studiesweekly.com/online/content/153753) I.C.10 4.3.5 W4.1 4.5.2 4.3 W4.4 4.5.1 W4.2 W4.3
- Think and Review (https://app.studiesweekly.com/online/content/153754) 4.3.5 4.3.4 RI4.1 I.C.10 I.C.12 4.3 W4.9 K5HI3 RI4.10 I.B.6 RI4.4 K5HI1
- The California State Constitution of 1879 (https://app.studiesweekly.com/online/content/157121) K5HI3 4.5.2 Ri4.2 RI4.3 I.A.3 I.C.10 I.B.6 K5HI1 SL4.1c
- Dalip Singh Saund (1899 - 1973) (https://app.studiesweekly.com/online/content/157124) Ri4.2 RI4.3 4.5 I.B.6 K5HI1 I.B.5

Statehood for California

Week 27 - Statehood for California

Students will define constitution and will learn how California's constitution was written. They will learn how California became a state.

- California Becomes 31st State (https://app.studiesweekly.com/online/content/153755) I.C.10 I.B.5 I.B.6 K5HI1 K5HI3 RI4.5 II.C.6 4.5.2 RI4.4 4.3 4.3.5 Ri4.2

- Symbols of California (https://app.studiesweekly.com/online/content/153756) I.C.10 I.B.6 I.B.5 K5HI1 4.5 4.3 4.3.5 Ri4.2 RI4.4
- Statehood for California (https://app.studiesweekly.com/online/content/153757) I.C.10 I.B.6 4.3.5 4.5.1 I.C.12 K5HI3 4.5 K5HI1 4.5.2 RI4.3
- Adding States and Local Governments (https://app.studiesweekly.com/online/content/153759) I.B.6 I.A.1 4.5.2 Ri4.2 II.C.6 K5HI1 4.5 K5HI3 4.5.1
- Rights and Responsibilities (https://app.studiesweekly.com/online/content/153760) I.C.10 I.B.6 4.5.1 Ri4.2 4.5 4.5.2 RI4.3
- Why is the U.S. Constitution important? (https://app.studiesweekly.com/online/content/153761) I.C.10 I.B.6 4.5 K5HI1 K5HI3 4.5.1 RI4.3 Ri4.2
- The Bill of Rights (https://app.studiesweekly.com/online/content/153762) I.C.10 I.B.6 K5HI1 4.5 4.5.1 Ri4.2 RI4.3
- How Do I Read Tables? (https://app.studiesweekly.com/online/content/153763) I.A.3 I.C.12 RI4.7
- Think and Review (https://app.studiesweekly.com/online/content/153764) 4.3.5 K5HI1 4.3 W4.9 4.5 4.5.2 I.C.10 I.C.12 4.5.1 I.B.6 RI4.1 RI4.10 RI4.4 K5HI3
- Let's Write (https://app.studiesweekly.com/online/content/153765) I.C.10 I.C.12 I.C.11 W4.4 W4.2 W4.1 W4.3 4.3 4.3.5 4.5 4.5.1

The Stagecoach, Pony Express and Telegraph

Week 28 - The Stagecoach, Pony Express and Telegraph

Students will learn about the stagecoach as a means of transportation. They will learn how mail was sent via the Pony Express and the dangers associated with the Pony Express.

- Hoof Beats and Telegraph Clicks —Music to the Ears of Californians (https://app.studiesweekly.com/online/content/154322) SL4.1c SL4.1 RI4.1 Ri4.2 RI4.4 SL4.1a SL4.1b SL4.1d SL4.2 I.A.1 4.4 II.C.6 4.4.1 RI4.7 I.A.3
- Traveling by Stagecoach (https://app.studiesweekly.com/online/content/154323) Ri4.2 RI4.4 SL4.1 RI4.1 SL4.1a SL4.1d I.A.3 SL4.1b SL4.1c SL4.2 I.A.1 II.C.6 4.4 4.4.1 RI4.7
- Connecting California (https://app.studiesweekly.com/online/content/154326) 4.4 RI4.1 Ri4.2 SL4.1b SL4.2 4.4.1 SL4.1a SL4.1c SL4.1d SL4.1 I.A.1 RI4.4
- Pony Express Fun Facts (https://app.studiesweekly.com/online/content/154328) RI4.7 SL4.1a SL4.1b SL4.1c SL4.1d SL4.2 I.A.1 I.A.3 K5CST4 SL4.1 Ri4.2 I.B.6 4.4 4.4.1 RI4.1
- Overland Mail Routes (https://app.studiesweekly.com/online/content/154330) RI4.1 Ri4.2 4.4.1 SL4.1a RI4.7 SL4.1c SL4.1d SL4.1 I.A.3 K5CST4 4.4 SL4.2 I.A.1 I.B.6 SL4.1b
- What is a mochila? (https://app.studiesweekly.com/online/content/154331) I.A.1 I.A.2 4.4.1 RI4.1 4.4 Ri4.2
- The Telegraph (https://app.studiesweekly.com/online/content/154334) Ri4.2 4.4 I.A.1 I.A.2 4.4.1 RI4.1
- Send a Message Using Morse Code (https://app.studiesweekly.com/online/content/154335) 4.4.1 I.A.1 I.A.3 SL4.1a SL4.1b SL4.2 4.4 SL4.1d SL4.1 SL4.1c
- Let's Write (https://app.studiesweekly.com/online/content/154336) 4.4.1 W4.1b W4.1c W4.1d L4.2b L4.3a L4.3b L4.3c I.C.12 4.4 W4.2e W4.2b W4.3a W4.3b W4.3d W4.3e W4.4 L4.1a L4.1b L4.1f L4.1g L4.1h I.C.11 I.C.10 L4.1e L4.2a L4.2c L4.2d W4.1a W4.2a W4.2c W4.2d W4.3c W4.4a L4.1c L4.1d
- Think and Review (https://app.studiesweekly.com/online/content/154338) RI4.1 I.B.6 4.4.1 I.C.12 I.C.10 4.4 Ri4.2
- Noun (https://app.studiesweekly.com/online/content/158081)

Transcontinental Railroad

Week 29 - Transcontinental Railroad

Students will be introduced to the transcontinental railroad. They will learn that the railroad was initiated by engineer Theodore Judah and will learn about the contributions of Chinese and Irish workers to its construction.

- The Railroads are Coming! (https://app.studiesweekly.com/online/content/154514) SL4.1d 4.4.1 I.A.3 SL4.1c SL4.2 I.A.1 II.C.6 RI4.7 Ri4.2 SL4.1a SL4.1b SL4.1 RI4.1 RI4.4
- Transcontinental Railroad (https://app.studiesweekly.com/online/content/154515) 4.4.1 RI4.1 Ri4.2 RI4.4 4.4.3 SL4.2 I.A.1 SL4.1b SL4.1c SL4.1a SL4.1d SL4.1
- The Past Meets the Future out on the Plains (https://app.studiesweekly.com/online/content/154516)
- Railroad Trivia (https://app.studiesweekly.com/online/content/154518) 4.1.1 4.4.1 SL4.1a SL4.1c Ri4.2 K5CST4 RI4.1 RI4.7 SL4.1b SL4.1d SL4.2 I.A.3 SL4.1 I.A.1 I.B.6
- How long did it take to complete the transcontinental railroad? (https://app.studiesweekly.com/online/content/154519) 4.4.1 SL4.1a SL4.1c I.A.3 I.B.6 K5CST4 SL4.2 I.A.1 RI4.1 Ri4.2 SL4.1b SL4.1d RI4.7 SL4.1
- Irish Immigrants and the Railroad (https://app.studiesweekly.com/online/content/154520) 4.4.1 RI4.1 I.A.1 4.4.3 Ri4.2 I.A.2
- All Aboard! (https://app.studiesweekly.com/online/content/154521) K5CST4 I.A.3 4.4.1 RI4.1 RI4.3 RI4.7 SL4.1b SL4.1d SL4.2 I.A.1 SL4.1a SL4.1c SL4.1
- Let's Write (https://app.studiesweekly.com/online/content/154522) I.C.10 W4.3a W4.3b W4.3d W4.4 I.C.11 I.C.12 W4.1a W4.2c W4.2d W4.2b L4.1d L4.1e L4.1f L4.2a L4.2b L4.2c L4.2d 4.4.1 W4.2a W4.2e W4.3e L4.1a L4.1b L4.1c L4.1g L4.1h L4.3a L4.3b L4.3c W4.4a 4.4.3 W4.1b W4.1c W4.1d W4.3c

Immigrants Build California

Week 30 - Immigrants Build California

Students will study the importance of immigrants in shaping California and will discover the countries of origin of those who immigrated to California between 1850 and 1900. Students will learn about the con icts and discrimination that occurred among those who settled here during this time period.

- Immigrants Build California (https://app.studiesweekly.com/online/content/154537) II.C.6 SL4.2 I.A.1 I.A.3 4.4.1 Ri4.2 RI4.7 SL4.1b SL4.1c SL4.1d SL4.1 4.4 4.4.3 RI4.1 RI4.4 SL4.1a
- Using Technology for Genealogy (https://app.studiesweekly.com/online/content/154538) SL4.1c SL4.1d I.A.1 4.4 4.4.1 Ri4.2 RI4.4 I.A.3 4.4.3 RI4.1 RI4.7 SL4.1a SL4.1b SL4.1 SL4.2 II.C.6
- Honoring Immigrants (https://app.studiesweekly.com/online/content/154548) I.A.1 RI4.4 4.4.4 SL4.1b SL4.1c SL4.1d SL4.1 Ri4.2 SL4.1a 4.4.3 RI4.1 RI4.7 SL4.2
- The Wakamatsu Tea and Silk Colony (https://app.studiesweekly.com/online/content/154550) 4.4.4 RI4.1 SL4.1a SL4.1c SL4.2 I.B.6 4.4.3 Ri4.2 RI4.7 SL4.1b SL4.1d K5CST4 SL4.1 I.A.1 I.A.3
- The 1882 Chinese Exclusion Act (https://app.studiesweekly.com/online/content/154553) Ri4.2 RI4.7 I.A.1 SL4.1b SL4.1c SL4.1 4.4.3 4.4.4 RI4.1 SL4.1a SL4.1d SL4.2 I.A.3 I.B.6 K5CST4
- Building a Community (https://app.studiesweekly.com/online/content/154556) RI4.1 I.A.1 4.4.3 Ri4.2 I.A.2
- Today's Immigrants (https://app.studiesweekly.com/online/content/154558) SL4.1b SL4.1c 4.4.1 RI4.3 RI4.7 SL4.1a I.A.3 RI4.1 SL4.1d SL4.1 SL4.2 I.A.1 K5CST4
- Think and Review (https://app.studiesweekly.com/online/content/154562) Ri4.2 I.C.10 4.4 4.4.1 4.4.3 RI4.1 I.B.6 4.4.4 I.C.12
- Let's Write (https://app.studiesweekly.com/online/content/154563) I.C.10

W4.1a 4.4 W4.1b W4.1d W4.3a W4.3c W4.2d W4.2b L4.1d L4.2a L4.2b L4.2c I.C.12 4.4.1 4.4.3 4.4.4 W4.2a W4.2c W4.2e W4.1c W4.10 W4.3b W4.3d W4.4 L4.3a I.C.11 W4.3e W4.4a L4.1a L4.1b L4.1c L4.1e L4.1f L4.1g L4.1h L4.2d L4.3b L4.3c

- Bar Graph (https://app.studiesweekly.com/online/content/158080)

Migration to California

Week 31 - Migration to California

Students will study migration to California between 1850 and 1900, including the reasons why it occurred. They will also learn how this migration helped California to become an agricultural and industrial power and how it led to the growth of large cities such as Los Angeles.

- Three Lumps of Bacon and a Dirty Apron (https://app.studiesweekly.com/online/content/154565) SL4.1c 4.3.4 RI4.4 SL4.1b I.A.1 4.4.4 SL4.2 I.A.3 RI4.1 Ri4.2 SL4.1a SL4.1d SL4.1
- No Need for the Gym (https://app.studiesweekly.com/online/content/154566) SL4.1c SL4.1d SL4.2 I.A.1 RI4.1 Ri4.2 RI4.4 SL4.1a SL4.1b SL4.1 4.3.4 4.4.4 I.A.3
- Settlers Come To California (https://app.studiesweekly.com/online/content/154569) RI4.1 SL4.1d SL4.2 4.4.4 RI4.7 SL4.1a SL4.1b SL4.1c SL4.1 I.A.1 4.4 Ri4.2 RI4.4
- Life on the Trail (https://app.studiesweekly.com/online/content/154570) SL4.2 4.4.4 RI4.1 4.4 RI4.5 Ri4.2 I.B.6 RI4.7 I.A.1 I.A.3 SL4.1a SL4.1b SL4.1c SL4.1d SL4.1 II.C.6 K5CST4
- Los Angeles (https://app.studiesweekly.com/online/content/154571) Ri4.2 RI4.5 I.A.1 4.4 SL4.1a SL4.1c SL4.1 SL4.2 I.A.3 I.B.6 II.C.6 RI4.1 RI4.7 SL4.1b SL4.1d 4.4.4 K5CST4
- How many pioneers journeyed to the West during the mid-1800s? (https://app.studiesweekly.com/online/content/154572) RI4.1 Ri4.2 4.4.4 I.A.1 I.A.2
- Coyote (https://app.studiesweekly.com/online/content/154573) 4.4.4 I.A.1 RI4.1 Ri4.2 I.A.2
- Western Trails (https://app.studiesweekly.com/online/content/154574) I.A.1 RI4.1 RI4.7 4.4.1 RI4.3 I.A.3 K5CST4
- Think and Review (https://app.studiesweekly.com/online/content/154575) I.C.10 4.3.4 RI4.1 4.4 4.4.4 Ri4.2 I.B.6 I.C.12
- Let's Write (https://app.studiesweekly.com/online/content/154576) 4.3.4 W4.3c W4.3d W4.3e W4.4 W4.1c W4.2a W4.2d W4.2e W4.3a L4.3c I.C.12 4.4 4.4.4 W4.1a W4.1b L4.3a L4.3b W4.1d W4.10 W4.2c W4.2b W4.4a L4.1a L4.1d W4.3b L4.1b L4.1c L4.1e L4.1f L4.2d I.C.11 L4.1g L4.1h L4.2a L4.2b L4.2c I.C.10
- Racial Violence in Los Angeles: The Zoot Suit Riots (https://app.studiesweekly.com/online/content/157060)

Dust Bowl, Depression and WWII

Week 32 - Dust Bowl, Depression and WWII

Students will learn about the effects of the Dust Bowl, Great Depression and World War II on California. They will also discover how World War II improved California's economy.

- Dust Storms and Depression Change California (https://app.studiesweekly.com/online/content/154596) RI4.7 SL4.1d SL4.1 SL4.1c 4.4.4 RI4.4 SL4.2 I.A.1 4.4.5 RI4.1 Ri4.2 RI4.6 SL4.1a SL4.1b I.A.3
- Boom to Bust and Back Again (https://app.studiesweekly.com/online/content/154597) RI4.6 SL4.1d I.A.1 RI4.7 SL4.1c SL4.1 SL4.1a RI4.4 I.A.3 4.4.4 RI4.1 SL4.1b SL4.2 4.4.5 Ri4.2
- Depression Brings Thousands to California (https://app.studiesweekly.com/online/content/154601) RI4.7 SL4.1a SL4.1b SL4.1c SL4.1d SL4.1 I.B.6 I.B.8 I.B.7 4.4 RI4.4 4.4.5 RI4.1 Ri4.2 SL4.2 I.A.1
- United Farm Workers of America (https://app.studiesweekly.com/online/content/154604) Ri4.2

SL4.1a 4.4 I.B.6 RI4.1 RI4.7 SL4.1b SL4.1d I.A.1 K5CST4 SL4.2 4.4.5 SL4.1 SL4.1c I.A.3

- What brought us out of the "Great Depression"? (https://app.studiesweekly.com/online/content/154605) 4.4 Ri4.2 4.4.5 SL4.1 RI4.7 SL4.2 I.B.6 I.A.1 SL4.1b RI4.1 SL4.1a SL4.1d SL4.1c I.A.3 K5CST4
- Photographing America: Ansel Adams (https://app.studiesweekly.com/online/content/154607) 4.4.5 RI4.3 I.A.2 RI4.7 RI4.1 I.A.1 4.4.9 K5CST4
- Dust Bowl (https://app.studiesweekly.com/online/content/154609) RI4.7 4.4.5 4.4.9 I.A.2 K5CST4 RI4.1 RI4.3 I.A.1
- Dorothea Lange: 'Migrant Mother' (https://app.studiesweekly.com/online/content/154610) 4.4.5 4.4.9 RI4.7 RI4.6 K5CST1 RI4.1 RI4.3 I.A.3 I.A.1 4.4.1
- Let's Write (https://app.studiesweekly.com/online/content/154612) W4.3b L4.1a L4.2c L4.3b L4.1h W4.2c L4.2a 4.4.5 W4.2e W4.3d I.C.10 L4.2b L4.1c L4.2d W4.1d I.C.11 I.C.12 4.4.4 4.4 W4.3e W4.4a L4.1f L4.1g L4.3a 4.4.9 W4.1a W4.2a L4.1d W4.3c W4.1b W4.2b W4.1c W4.2d W4.3a L4.1e L4.3c W4.4 L4.1b
- Think and Review (https://app.studiesweekly.com/online/content/154614) I.C.10 Ri4.2 RI4.1 4.4.9 I.B.6 4.4 4.4.5 I.C.12 4.4.4
- Civil Activism Timeline (https://app.studiesweekly.com/online/content/157122)

California Industries

Week 33 - California Industries

Students will investigate California's many industries, including entertainment, aerospace, defense, oil, automobile, communications and computers. They will also learn about leaders in the rise of the arts and entertainment industry in California, including Louis B. Mayer, Walt Disney, John Wayne and John Steinbeck.

- The Birth of The Entertainment Industry in California (https://app.studiesweekly.com/online/content/154648) 4.4.9 RI4.4 SL4.1d SL4.1 SL4.1a I.A.3 RI4.1 Ri4.2 SL4.1c RI4.6 RI4.7 SL4.1b SL4.2 I.A.1
- California's Industries (https://app.studiesweekly.com/online/content/154659) 4.4 SL4.1 Ri4.2 I.A.1 RI4.1 SL4.1a RI4.4 SL4.1d 4.4.9 4.4.6 SL4.1b SL4.1c SL4.2 I.B.6
- John Steinbeck (https://app.studiesweekly.com/online/content/154660) Ri4.2 SL4.1 4.4.6 SL4.1d 4.4.9 SL4.1a RI4.1 4.4 SL4.1b SL4.2 I.A.1 I.B.6 SL4.1c RI4.4
- Anaheim (https://app.studiesweekly.com/online/content/154661) SL4.1a SL4.1b RI4.1 SL4.1d 4.4 SL4.1 SL4.1c K5CST4 I.B.6 4.4.9 Ri4.2 SL4.2 I.A.3 I.A.1
- What effect have cars had on the state of California? (https://app.studiesweekly.com/online/content/154662) SL4.1a Ri4.2 SL4.1c I.B.6 SL4.1 SL4.1b I.A.3 SL4.1d 4.4.9 4.4 I.A.1 SL4.2 K5CST4 RI4.1
- George Takei (https://app.studiesweekly.com/online/content/154664) I.A.2 I.A.1 RI4.1 K5CST4 RI4.7 RI4.3
- California's Population Trend (https://app.studiesweekly.com/online/content/154665) I.A.2 I.A.1 RI4.7 K5CST4 RI4.3 RI4.1
- Picture This ... (https://app.studiesweekly.com/online/content/154668) 4.1.5 RI4.1 I.A.3 RI4.3 RI4.6 RI4.7 K5CST1 I.A.1 4.4.6
- Let's Write (https://app.studiesweekly.com/online/content/154669) L4.1b W4.1a W4.1b W4.1d L4.1c 4.4.9 L4.3c W4.3b W4.1c W4.3c W4.4a L4.1f W4.4 L4.1e W4.3e W4.3a W4.3d L4.1a L4.3a W4.2a L4.3b I.C.10 L4.1d L4.2a L4.2c W4.2e W4.2b L4.1g L4.1h I.C.11 I.C.12 4.4 4.4.6 W4.2d L4.2b L4.2d W4.2c
- Think and Review (https://app.studiesweekly.com/online/content/154670) RI4.1 I.C.10 I.B.6 I.C.12 4.4.6 4.4.9 Ri4.2 4.4

California Water and Agriculture

Week 34 - California Water and Agriculture

Students will study the history and development of farming in California and will learn about California's farm industry today. They will also trace the evolution of California's water system into a network of dams, aqueducts and reservoirs.

- Moving California's Water (https://app.studiesweekly.com/online/content/154768) 4.4.7 RI4.1 4.4.6 SL4.1c SL4.1a RI4.4 Ri4.2 RI4.6 RI4.7 SL4.1b SL4.1d SL4.1 I.A.1 SL4.2 I.A.3
- In California, Farming is Big Business (https://app.studiesweekly.com/online/content/154769) RI4.1 I.B.6 Ri4.2 SL4.2 SL4.1d SL4.1a SL4.1c 4.4.7 I.A.1 RI4.4 4.4.6 SL4.1b SL4.1
- Farm Workers Unite! (https://app.studiesweekly.com/online/content/154770) I.B.6 SL4.1c SL4.1d SL4.1b 4.4.6 I.A.1 RI4.1 Ri4.2 SL4.1a SL4.1 SL4.2 I.A.3
- Luther Burbank (https://app.studiesweekly.com/online/content/154771) I.A.1 Ri4.2 SL4.1b I.A.3 SL4.1a SL4.2 SL4.1 I.B.6 SL4.1d 4.4.6 RI4.1 SL4.1c
- Which takes more water, a bath or a shower? (https://app.studiesweekly.com/online/content/154772) RI4.7 RI4.1 I.A.1 K5HI4 I.A.2 RI4.3
- Conserving Water (https://app.studiesweekly.com/online/content/154773) I.A.1 I.A.2 K5HI4 RI4.3 RI4.7 RI4.1
- Find the Missing Letter (https://app.studiesweekly.com/online/content/154774) I.A.1 4.4.7 K5CST4 RI4.1 RI4.6 I.A.3 RI4.3 4.1.5 RI4.7
- Let's Write (https://app.studiesweekly.com/online/content/154775) L4.2a L4.2b W4.2e W4.3b W4.1a W4.1b L4.2d L4.1f 4.4.7 W4.1c L4.1e W4.2c W4.3c L4.2c L4.1b L4.1d L4.3a I.C.11 L4.3b I.C.10 I.C.12 W4.2b W4.2a W4.3a W4.3e L4.3c 4.4.6 W4.4 W4.4a L4.1h W4.2d L4.1a L4.1g W4.3d W4.1d L4.1c
- Think and Review (https://app.studiesweekly.com/online/content/154776) 4.4.6 RI4.1 I.B.6 I.C.12 I.C.10 Ri4.2 4.4.7

California Government

Week 35 - California Government

Students will explore the structure and functions of state government and the components of California's governance structure at various levels of government, including state, county, local, tribal and school district. Students will also learn about California's state capitol building.

- California's Great State Capitol: The People's Building (https://app.studiesweekly.com/online/content/154777) Ri4.2 SL4.2 RI4.6 I.A.1 SL4.1a RI4.7 RI4.1 RI4.4 SL4.1d SL4.1c SL4.1 I.A.3 SL4.1b
- California Governor Hiram Johnson (https://app.studiesweekly.com/online/content/154778) RI4.1 SL4.1a RI4.6 I.A.1 I.A.3 RI4.7 Ri4.2 RI4.4 SL4.1b SL4.1c SL4.1d SL4.1 SL4.2
- California's Government (https://app.studiesweekly.com/online/content/154779) SL4.1c SL4.1d SL4.2 SL4.1 I.B.6 I.A.1 SL4.1a SL4.1b RI4.4 K5CST1 4.5.4 4.5.5 Ri4.2 RI4.1
- Rancherías and Reservations (https://app.studiesweekly.com/online/content/154780) SL4.1 I.A.1 SL4.1b SL4.2 I.A.3 I.B.6 RI4.1 Ri4.2 SL4.1d SL4.1a SL4.1c
- The Public Library (https://app.studiesweekly.com/online/content/154782) I.A.2 4.4.5 RI4.3 RI4.7 RI4.1 I.A.1
- Where Does Our Tax Money Go? (https://app.studiesweekly.com/online/content/154783) RI4.7 RI4.1 I.A.1 I.A.2 RI4.3 4.4.5
- Put on Your Sorting Hat! (https://app.studiesweekly.com/online/content/154784) RI4.3 RI4.7 RI4.1 I.A.1 RI4.6 K5CST1 4.5.5 4.5.4 I.A.3

- Think and Review (https://app.studiesweekly.com/online/content/154785) Ri4.2 I.C.12 I.C.10 4.4.5 RI4.1 4.5.4 I.B.6
- Let's Write (https://app.studiesweekly.com/online/content/154786) W4.3b L4.1d L4.1e L4.1f I.C.10 L4.1b L4.2b L4.3a L4.3c 4.4.5 W4.3c W4.2c L4.1c W4.2a L4.1g L4.3b 4.5.4 4.5.5 W4.2d W4.1a W4.2b I.C.12 W4.1b W4.1c W4.1d W4.2e W4.3a W4.3d W4.3e W4.4a I.C.11 W4.4 L4.2d L4.1a L4.1h L4.2a L4.2c
- Gay Rights (https://app.studiesweekly.com/online/content/157326)
- What are the rights and responsibilities of voters? (https://app.studiesweekly.com/online/content/184505)

California Education System

Week 36 - California Education System

Students will learn about the history and development of California's public education system, including universities and community colleges. They will also learn about early California school teacher, Olive Isbell.

- First American School in California (https://app.studiesweekly.com/online/content/154790) SL4.1c 4.4.8 K5CST2 Ri4.2 RI4.4 RI4.6 I.A.3 RI4.7 4.3.4 SL4.2 RI4.1 SL4.1b SL4.1a SL4.1d SL4.1 I.A.1
- Dr. Martin Luther King, Jr. - Education Matters (https://app.studiesweekly.com/online/content/154793) 4.4.8 I.A.1 SL4.1a SL4.2 4.3.4 RI4.4 SL4.1d RI4.6 I.A.3 Ri4.2 SL4.1b SL4.1c K5CST2 RI4.1 RI4.7 SL4.1
- California's Education System (https://app.studiesweekly.com/online/content/154794) Ri4.2 SL4.1b SL4.1c RI4.1 SL4.1a I.B.6 K5CST1 4.4.8 RI4.4 SL4.1d SL4.1 SL4.2 I.A.1
- Jerry Yang (https://app.studiesweekly.com/online/content/154795) SL4.2 I.A.3 Ri4.2 RI4.1 SL4.1c SL4.1a I.B.6 SL4.1b SL4.1d SL4.1 I.A.1 K5CST2
- California Colleges and Universities (https://app.studiesweekly.com/online/content/154796) SL4.1d K5CST2 SL4.1a SL4.1c I.A.1 SL4.2 I.B.6 RI4.1 SL4.1 I.A.3 SL4.1b Ri4.2
- Heading for College—What Will it Cost? (https://app.studiesweekly.com/online/content/154799) RI4.3 I.A.1 I.A.3 RI4.7 K5CST2
- Think and Review (https://app.studiesweekly.com/online/content/154800) 4.4.8 RI4.1 I.C.12 4.3.4 Ri4.2 I.B.6 I.C.10
- Let's Write (https://app.studiesweekly.com/online/content/154801) W4.2a L4.1b L4.1e W4.1b 4.3.4 4.4.8 W4.1a W4.3e L4.1c L4.1f L4.3a W4.1d W4.2e W4.2b L4.1a L4.1g W4.2d L4.1d I.C.10 W4.3a W4.3c W4.3d L4.3b I.C.12 W4.3b W4.4a L4.1h L4.2b L4.2c W4.2c W4.1c L4.2d W4.4 L4.2a L4.3c I.C.11
- Mendez v. Westminster (https://app.studiesweekly.com/online/content/157327)
- Student Activism (https://app.studiesweekly.com/online/content/157328)
- Two Communities in California (https://app.studiesweekly.com/online/content/157329)

Grade	TK	Kindergarten	1st grade	2nd grade
	ELPAC - within 30 days of enrollment for new students	ELPAC - within 30 days of enrollment for new students	ELPAC - within 30 days of enrollment for new comers	ELPAC - within 30 days of enrollment for new comers
	Aug. 14-23 Phonemic awareness assessment	Aug. 14-23 Phonemic awareness assessment	Aug. 14-23 F&P Baseline	Aug. 14-23 F&P Baseline
	Aug. 29 Writing Baseline	Aug. 29 Writing Baseline	Aug. 29 Writing Baseline	Aug. 29 Writing Baseline
				Sept. 10 MAP Math Baseline
		Sept 30-Oct 4 Running records	Sept.10 MAP Math Baseline	Sept. 11 MAP Reading Baseline
	Sept.30-Oct 4 Running records (for students that are ready)	Oct.22-23 MAP Math Baseline	Oct. 7-9 Running records (at risk students)	Oct. 7-9 Running records (at risk students)
			Dec.6 MAP Math Formative	Dec.6 MAP Math Formative
		Dec. 13 Writing Formative	Dec. 13 Writing Formative	Dec. 13 Writing Formative
	Jan. 8-19 F&P(for students that are ready)		Jan. 7-17 F&P	Jan. 7 - 17 F&P
		Jan. 8-19 F&P	Jan 10 MAP Reading Formative	Jan. 10 MAP Reading Formative
		March 10 - 12 Running records (at risk)	March 10 -12 Running Records (at risk)	March 10 - 12 Running Records (at risk)
	ELPAC - complete/submit by May 20	ELPAC - complete/submit by May 20	ELPAC - complete/submit by May 20	ELPAC - complete/submit by May 20
		May 14 MAP Math Summative	May 15 MAP Math Summative	May 16 MAP Math Summative
				May 18-June 5 F&P
	May 18-June 5 F&P	May 18-June 5 F&P	May 18-June 5 F&P	May 21 MAP Reading Summative
	June 8 Writing Summative	June 8 Writing Summative	June 8 Writing Summative	June 8 Writing Summative
Grade	**3rd grade**	**4th grade**	**5th grade**	
	ELPAC - within 30 days of enrollment for new comers	ELPAC - within 30 days of enrollment for new comers	ELPAC - within 30 days of enrollment for new comers	
	Aug. 14-23 F&P Baseline	Aug. 14-23 F&P Baseline	Aug. 14-23 F&P Baseline	
	Aug. 29 Writing Baseline	Aug. 29 Writing Baseline	Aug. 29 Writing Baseline	
	Sept. 10 MAP Math Baseline	Sept. 10 MAP Math Baseline	Sept. 10 MAP Math Baseline	
	Sept. 11 MAP Reading Baseline	Sept. 11 MAP Reading Baseline	Sept. 11 MAP Reading Baseline	
	Oct. 7-9 Running records (at risk students)	Oct. 7-9 Running records (at risk students)	Oct. 7-9 Running records (at risk students)	
	Dec.6 MAP Math Formative	Dec.6 MAP Math Formative	Dec.6 MAP Math Formative	
	Dec. 13 Writing Formative	Dec. 13 Writing Formative	Dec. 13 Writing Formative	
	Jan 7 -17 F&P	Jan 7 -17 F&P	Jan 7 -17 F&P	
	Jan. 10 MAP Reading Formative	Jan. 10 MAP Reading Formative	Jan. 10 MAP Reading Formative	
	March 10 - 12 Running Records (at risk)	March 10 - 12 Running Records (at risk)	March 10 - 12 Running Records (at risk)	
	April 26-24 MAP Math and Reading (Summative and practice for the SBAC)	April 26-24 MAP Math and Reading (Summative and practice for the SBAC)	April 26-24 MAP Math and Reading (Summative and practice for the SBAC)	
	ELPAC - complete/submit by May 20	ELPAC - complete/submit by May 20	ELPAC - complete/submit by May 20	
	May 18-June 5 F&P	May 18-June 5 F&P	May 18-June 5 F&P	
	May 26-29 SBAC	May 26-29 SBAC	May 26-29 SBAC	
	June 8 Writing Summative	June 8 Writing Summative	June 8 Writing Summative	

Developmental Reading Assessment
Assessment Timeline
2019-2020

Testing Period	Genre	Who	Other?
Initial Assessments August-September 2019	Nonfiction	All K - 5th	Data due by September 6th , 2019 via Class Summary Sheet
"The Big Picture" Score, Analyze, Interpret Group Students September 2019		All K-5th	List students lowest to highest. Group students according to their specific needs in order to begin guided reading groups. Establish a MOY literacy goal.
Progress Monitoring At Risk Students (1) October 10-12th 2019	Nonfiction	All 1st-5th	Running Records/ Progress Monitoring At Risk Students *Store in F&P binder.
Mid Year Assessments January 7-17th 2020	Nonfiction	All Kinder - 5th	Data due by February 1, 2020 Via Class Summary Sheet
"The Big Picture" Score, Analyze, Interpret Group Students February 2020		All K-5th	List students lowest to highest.Group students according to their specific needs in order to switch guided reading groups. Establish a EOY literacy goal.
Progress Monitoring At Risk Students (2) March 10th-12th 2020	Fiction	All Kinder-5th	Running Records/ Progress Monitoring At Risk Students (2) *Store in F&P binder.
****End of Year Assessments*** May 18th-June 5th 2020	Fiction	All Kinder - 5th	Data due by June 5th, 2020 Via Class Summary Sheet

OnePurpose School !
Grade 1 Report Card
School Year _____Teacher_____ !

Name _____ !

Student Number _____ Birthdate _____

PERFORMANCE LEVELS FOR LEARNING BEHAVIORS AND GRADE LEVEL CONTENT/STANDARDS TAUGHT TO DATE		
3	2	1
Met	Partially Met	Not Met
/ - Not assessed this trimester		

Trimester	1	2	3
MATHEMATICS			
Operations & Algebraic Thinking			
OA.1 Uses a variety of strategies to solve addition word problems within 20			
OA.1 Uses a variety of strategies to solve subtraction problems word problems within 20			
OA.6 Adds within 20, adds within 10 fluently			
OA.6 Subtracts within 20, subtracts within 10 fluently			
Numbers and Operations in Base Ten			
NBT.2 Understands that digits of a 2-digit number represent amounts of tens and ones			
NBT.4 Adds 2-digit numbers within 100			
Measurement and Data			
MD.2 Measures length using objects			
MD.3 Tells and writes time to the hour and half hour using analog and digital clocks			
MD.4 Organizes, represents, and interprets data with up to 3 categories (graph, chart, drawing)			
Geometry			
G.2 Composes two and three dimensional shapes to create new shapes			
Mathematical Reasoning and Real World Applications			
Efficiently applies strategies to solve problems			
Clearly communicates math reasoning			

SCIENCE/HEALTH			
Demonstrates understanding of science content (life, physical, and earth science)			
Demonstrates ability to use the science and engineering practices			
HISTORY/SOCIAL STUDIES			
Demonstrates understanding of content and concepts			
PHYSICAL EDUCATION			
Performs a variety of movement patterns and skills			
Has knowledge of movement and fitness concepts and strategies			
Maintains a level of fitness to improve health			
Demonstrates responsibility, respect and problem solving			
ARTS			
Participates in and demonstrates understanding of content and concepts related to dance, drama, music or visual arts			

Trimester	1	2	3
READING			
Reading Literature			
RL.1 Asks and answers questions about stories			
RL.2 Retells stories with details and demonstrates understanding of their central message or lesson			
RL.7 Uses illustrations and details in a story to describe its characters, setting, or events			
RL.9 Compares and contrasts the experiences of characters in stories			
RL.10 Reads and understands grade level literature with support			
Reading Informational Text			
RI.1 Asks and answers questions about informational text			
RI.2 Identifies the main topic and retells key details of a text			
RI.7 Uses the illustration and details in a text to describe its key ideas			
RI.10 Reads and understands grade level informational text with support			
Reading Foundational Skills			
RF.1 Understands the parts of a printed sentence			
RF.2 Demonstrates oral word skills (e.g. vowel sounds, blending of sounds, separating sounds)			
RF.3 Reads words in isolation and within text			
RF.4 Reads with sufficient accuracy, fluency, and expression to support understanding of grade level text			
LANGUAGE			
L.1 Grammar (conventions)			
L.2 Mechanics (capitalization, punctuation, spelling)			
L.4 Vocabulary (word meaning)			
WRITING			
W.1 Writes opinion pieces			
W.2 Writes informational texts			
W.3 Writes narratives			
SPEAKING AND LISTENING			
SL.1 Participates respectfully in small and large group conversations with diverse partners			
SL.4 Shares ideas and feelings clearly with related details			

ATTENDANCE			
Trimester	1	2	3
Excused Absences			
Unexcused Absences			
Days Tardy			
Absences/Tardies Affecting Learning (Y = yes)			

Trimester	1	2	3
TRAITS OF SUCCESSFUL LEARNERS			
Demonstrates COOPERATION			
Is ASSERTIVE			
Assumes RESPONSIBILITY			
Demonstrates EMPATHY			
Exhibits SELF CONTROL			

The following section applies to English Learners only:

ENGLISH LANGUAGE DEVELOPMENT			
Trimester	**3**	**2**	**1**
PI.1.1 Exchanging Information and Ideas			
PI.1.5 Listening Actively			
PI.1.6 Reading/Viewing Closely			
PI.1.10 Composing and Writing			

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OF CALIFORNIA (ELPAC) SUMMATIVE SCORE	
Overall	Assessment Key
	4 – Well developed 3 – Moderately developed 2 – Somewhat developed 1 – Beginning stage

COMMENTS
Trimester 2

COMMENTS
Trimester 1

COMMENTS
Trimester 3

Escuela OnePurpose
Boleta de Calificaciones **Grado 1** &
Año escolar _____ Maestro/a_____

Nombre _____ !

Numero de estudiante ___ Cumpleanos _____ !

NIVEL DE DESEMPENO DE APRENDIZAJE Y DEL CONTENIDO/ESTANDARES DEL NIVEL DE GRADO ENSENADOS		
3	2	1
Cumplió	Cumplió parcialmente	No cumplió
/ No fue evaluado este semestre		

Trimestre	1	2	3
MATEMATICAS			
Operaciones y Pensamiento Algebraico			
OA.1 Usa una variedad de estrategias para resolver problemas escritos con sumas hasta el 20			
OA.1 Usa una variedad de estrategias para resolver problemas escritos con restas hasta el 20			
OA.6 Suma hasta el 20, suma hasta el 10 con fluidez			
OA.6 Resta hasta el 20, resta hasta el 10 con fluidez			
Números y Operaciones en Base Diez			
NBT.2 Entiende que los dígitos de un numero de dos dígitos representan cantidades de diez y unidades			
NBT.4 Suma números de dos dígitos hasta el 100			
Medidas y Datos			
MD.2 Mide la longitud usando objetos			
MD.3 Dice y escribe la hora a la hora y la medida usando relojes análogos y digitales			
MD.4 Organiza, representa e interpreta datos con hasta tres categorías (graficas, tabla, dibujo)			
Geometría			
G.2 Compone formas de dos o tres dimensiones para crear formas nuevas			
Razonamiento Matemático y Aplicaciones del Mundo Real			
Aplica eficientemente estrategias para resolver problemas			
Comunica el pensamiento matemático			

CIENCIAS			
Demuestra entendimiento del contenido científico (ciencias biológicas, físicas, de la tierra)			
Demuestra habilidad para usar las practicas científicas y de ingeniería			
HISTORIA/CIENCIAS SOCIALES			
Demuestra entendimiento del contenido y conceptos			
EDUCACION FISICA			
Usa una variedad de patrones de movimiento y destrezas			
Tiene conocimiento del movimiento y de los conceptos y estrategias de la aptitud física			
Mantiene un nivel de aptitud física para mejorar su salud			
Demuestra responsabilidad, respeto y solución de problemas			
ARTES			
Participa y demuestra entendimiento del contenido y conceptos relativos a la danza, drama, música o artes visuales			

Trimestre	1	2	3
LECTURA			
Lectura de Literatura			
RL.1 Hace y contesta preguntas de historias			
RL.2 Vuelve a contar historias con detalles y demuestra entendimiento del mensaje principal la lección			
RL.7 Usa ilustraciones y detalles en una historia para describir los personajes, escenarios y eventos			
RL.9 Compara y contrasta las experiencias de los personajes en las historias			
RL.10 Lee y comprende literatura al nivel de grado con apoyo			
Lectura del Texto Informativo			
RI.1 Hace y contesta preguntas sobre el texto informativo			
RI.2 Identifica el tema principal y vuelve a contar los detalles clave del texto			
RI.7 Usa las ilustraciones y los detalles en el texto para descubrir las ideas clave			
RI.10 Lee y comprende literatura al nivel de grado con apoyo			
Destrezas Básicas de Lectura			
RF.1 Entiende las partes de una oración escrita			
RF.2 Demuestra destreza de la palabra oral (como, sonidos vocales, combinación de sonidos, separación de sonidos)			
RF.3 Lee palabras aisladas y dentro del texto			
RF.4 Lee con suficiente exactitud, fluidez y expresión para apoyar el entendimiento del texto del nivel de grado			
LENGUAJE			
L.1 Gramática (convenciones)			
L.2 Mecánica (uso de mayúsculas, puntuación, ortografía)			
L.4 Vocabulario (significado de la palabra)			
ESCRITURA			
W.1 Escribe opiniones			
W.2 Escribe textos informativos			
W.3 Escribe narrativas			
EXPRESION ORAL Y COMPRENSION ORAL			
SL.1 Participa respetuosamente en grupos pequeños y grandes con varios compañeros			
SL.4 Comparte claramente ideas y sentimientos con detalles relativos			

ASISTENCIA			
Trimestre	1	2	3
Ausencias Justificadas			
Ausencias Injustificadas			
Días Tarde			
Ausencias/tarde afectan aprendizaje (S=si)			

Trimestre	1	2	3
CARACTERISTICAS DE ESTUDIANTESEXITOSOS			
Demuestra COPERACION			
Es ASERTIVO			
Asume RESPONSIBILIDAD			
Demuestra EMPATIA			
Exhibe CONTROL			

Lo siguiente es solamente para estudiantes de ingles:

DESARROLLO DEL IDIOMA INGLES			
Trimestre	**3**	**2**	**1**
PI.1.1 Intercambiar información e ideas			
PI.1.5 Escucha atentamente			
PI.1.6 Lee/analiza atentamente			
PI.1.10 Redacta y escribe			

PRUEBAS DE INGLES DE CALIFORNIA (ELPAC) PUNTUACION SUMATIVA	
Total	Clave de evaluación
	4 – Bien desarrollado 3 – Moderadamente desarrollado 2 – Algo desarrollado 1 – Etapa inicial

COMENTARIO
Trimestre 2

COMENTARIO
Trimestre 1

COMENTARIO
Trimestre 3

OnePurpose School !
Grade 3 Report Card
School Year _____Teacher_____ !

Name _____ !

Student Number _____ Birthdate _____

PERFORMANCE LEVELS FOR LEARNING BEHAVIORS AND GRADE LEVEL CONTENT/STANDARDS TAUGHT TO DATE		
3	2	1
Met	Partially Met	Not Met
/ - Not assessed this trimester		

Trimester	1	2	3
MATHEMATICS			
Operations & Algebraic Thinking			
OA.3 Uses multiplication within 100 to solve word problems (e.g. drawings and equations)			
OA.3 Uses division within 100 to solve word problems (e.g. drawings and equations)			
OA.5 Applies properties of operations as strategies to multiply and divide			
OA.7 Fluently multiplies whole numbers within 100			
OA.7 Fluently divides whole numbers within 100			
OA.8 Solves two step problems using the four operations			
OA.8 Represents problems using equations with a letter standing for the unknown quantity			
OA.8 Assesses reasonableness of answers using computation and estimation strategies including rounding			
Numbers and Operations in Base Ten			
NBT.2 Fluently adds and subtracts within 1000 based on place value and properties of operations			
Numbers and Operations - Fractions			
NF.1 Demonstrates understanding of fractions			
NF. 2 Understands and represents fractions on a number line			
NF.3 Explains equivalence of fractions and compares fractions by reasoning about their size			
Measurement and Data			
MD.3 Represents and interprets data by drawing a picture graph and a scaled bar graph with several categories to solve one and two step problems			
MD.7 Relates area to the operations of multiplication and addition			
MD.8 Solves real world and mathematical problems involving perimeters of polygons			
Geometry			
G.1 Recognizes shapes and understands that shapes in different categories may share attributes			
Mathematical Reasoning and Real World Applications			
Efficiently applies strategies to solve problems			
Clearly communicates mathematical thinking			

Trimester	1	2	3
READING			
Reading Literature			
RL.1 Asks and answers questions, using text evidence for support, to show understanding			
RL.3 Describes characters and explains how their actions affect the story's events			
RL.6 Distinguishes own point of view from that of the narrator or those of the characters			
RL.9 Compares and contrasts stories written by the same author about the same or similar characters			
RL.10 Reads and comprehends grade level literature independently and proficiently			
Reading Informational Text			
RI.2 Determines the main idea and supporting details of a text			
RI.3 Describes the relationships in informational text, using language that pertains to time, sequence and cause/effect			
RI.10 Reads and comprehends grade level informational texts independently and proficiently			
Reading Foundational Skills			
RF.3 Knows and applies grade level phonics and word analysis skills in reading words			
RF.4 Reads with sufficient accuracy, fluency, and expression to support understanding of grade level text			
LANGUAGE			
L.1 Grammar (conventions)			
L.2 Mechanics (capitalization, punctuation, spelling)			
L.4 Vocabulary (word meaning)			
WRITING			
W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons			
W.2 Writes informational texts to convey ideas and information clearly			
W.3 Writes narratives to develop real or imagined events with descriptive details and clear event sequences			
W.7 Conducts short research projects that build knowledge about a topic			
SPEAKING AND LISTENING			
SL.1 Participates respectfully in small and large group conversations with diverse partners			
SL.2 Determines main ideas and supporting details of a text or information presented in different media and formats			
SL.4 Reports on a topic with facts and details, speaking clearly at an understandable pace			

SCIENCE			
Demonstrates understanding of science content (life, physical, and earth science)			
Demonstrates ability to use the science and engineering practices			
HISTORY/SOCIAL STUDIES			
Demonstrates understanding of content and concepts relating to the community			
TECHNOLOGY SKILLS			
Productivity: Using technology to produce and publish writing using keyboarding skills			
Digital Literacy: Finds information from digital sources			
Keyboarding: Demonstrates correct fingerings and types a minimum of 5+ WPM with 90% accuracy			
PHYSICAL EDUCATION			
Performs a variety of movement patterns/skills			
Has knowledge of movement and fitness concepts and strategies			
Maintains a level of fitness to improve health			
Demonstrates responsibility, respect and problem solving			
ARTS			
Participates in and demonstrates understanding of content and concepts related to dance, drama, music or visual arts			

ATTENDANCE			
Trimester	**1**	**2**	**3**
Excused Absences			
Unexcused Absences			
Days Tardy			
Absences/Tardies Affecting Learning (Y = yes)			

Trimester	**1**	**2**	**3**
TRAITS OF SUCCESSFUL LEARNERS			
Demonstrates COOPERATION			
Is ASSERTIVE			
Assumes RESPONSIBILITY			
Demonstrates EMPATHY			
Exhibits SELF CONTROL			

COMMENTS
Trimester 1

ENGLISH LANGUAGE DEVELOPMENT			
Trimester	**3**	**2**	**1**
PI.3.1 Exchanging Information and Ideas			
PI.3.5 Listening Actively			
PI.3.6 Reading/Viewing Closely			
PI.3.10 Composing and Writing			

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OF CALIFORNIA (ELPAC) SUMMATIVE SCORE	
Overall	Assessment Key
	4 – Well developed 3 – Moderately developed 2 – Somewhat developed 1 – Beginning stage

COMMENTS
Trimester 2

COMMENTS
Trimester 3

Escuela OnePurpose
Grado 5 Boleta de Calificaciones
Año Escolar_____ Maestro/a _____

Nombre _____

Numero de estudiante_____ Fecha de nacimiento _____

NIVEL DE DESEMPENO DE APRENDIZAJE Y DEL CONTENIDO/ESTANDARES DEL NIVEL DE GRADO A LA FECHA			
4	3	2	1
Cumplió con profundo entendimiento	Cumplió	Cumplió parcialmente	No ha sido cumplido
/ - No fue evaluado este semestre			

Trimestre	1	2	3
MATEMATICAS			
Operaciones y Pensamientos algebraico			
OA.2 Escribe e interpreta las expresiones simples sencillos sin evaluarlas			
OA.2 Genera patrones e identifica relaciones			
OA.3 Forma pares ordenados y los pone en una grafica			
Números y Operaciones en Base Diez			
NBT.3 Lee, escribe y compara decimales a millares			
NBT.6 Encuentra cocientes de nueros enteros; ilustra y explica el calculo			
NBT.7 Realiza operaciones con decimales a la centesima relacionando ejemplos con el razonamiento escrito			
Numero y Operaciones -Fracciones			
NF.2 Resuelve problema escritos con sumas y restas de fracciones usando equivalentes			
NF.3 Interpreta una fracción como una división del numerados por el denominador para resolver problemas escritos			
NF.6 Resuelve problemas del mundo real con multiplicación de fracciones y números mixtos			
NF.7 Aplica y amplia el entendimiento de la multiplicación y división de números enteros y unidades de fracciones			
Medidas y Datos			
MD.1 Convierte y aplica unidades de medida dentro del sistema de medición			
Geometría			
G.2 Grafica puntos de coordenadas para resolver problemas matemáticos			
G.4 Clasifica figuras de dos dimensiones en base a sus propiedades			
Razonamiento Matemático y Aplicaciones del Mundo Real			
Aplica estrategias para resolver problemas			
Claramente comunica pensamientos matemáticos			

ASISTENCIA			
Trimestre	1	2	3
Ausencias Justificadas			
Ausencias Injustificadas			
Dias Tarde			
Ausencias/Dias Tarde (Y = si)			

Trimestre	1	2	3
LECTURA			
Lectura de Literatura			
RL.2 Determina un tema de los detalles en el texto; resume el texto			
RL.3 Compara y contrasta dos o mas personajes, escenas o eventos en una historia o drama			
RL.4 Determina el significado de las palabras y frases, incluso el lenguaje figurativo, como las metáforas y comparaciones			
RL.7 Analiza como los elementos visuales y multimedia contribuyen al significado, tono o belleza de un texto			
RL.10 Lee y comprende independiente y competentemente la literatura del nivel			
Lectura del Texto Informativo			
RI.1 Cita con precisión al explicar explícitamente lo que dice el texto y al sacar conclusiones			
RI.2 Determina dos o mas ideas principales de un texto y las apoya con detalles clave; resume un texto			
RL.9 Combina la información de varios textos de un mismo tema para escribir o hablar sobre el asunto con conocimiento			
RI.10 Lee y comprende independiente y competentemente los textos informativos			
Destrezas Básicas de Literatura			
RF.3 Conoce y aplica las destrezas fónicas y de análisis de la palabra en la lectura			
RF.4 Lee con precisión, fluidez y expresión suficiente para apoyar el entendimiento del texto			
LENGUAJE			
L.1 Gramática (convenciones)			
L.2 Mecánica (uso de mayúsculos, puntuación, ortografía)			
L.6 Vocabulario (significado de la palabra)			
ESCRITURA			
W.1 Escribe opiniones sobre temas o textos, apoyando un punto de vista con razones e información			
W.2 Escribe textos informativos sobre un tema y transmite claramente las ideas e información			
W.7 Realiza proyectos cortos de investigación que usan varias fuentes para formar el conocimiento mediante la investigación			
EXPRESION Y COMPRENSION ORAL			
SL.1 Participa respetuosamente en conversaciones con varios compañeros			
SL.4 Reporta un tema o presenta una opinión con hechos y detalles en una forma lógica, hablando claramente a un ritmo comprensible			

CIENCIAS			
Demuestra entendimiento del contenido científico (biológicas, físicas y de la tierra)			
Demuestra habilidad para usar las practicas científicas y de ingeniería			
HISTORIA/CIENCIAS SOCIALES			
Demuestra entendimiento del contenido y conceptos			
DESTREZAS TECNOLOGICAS			
Productividad: Usa una variedad de herramientas digitales para producir y publicar			
Alfabetización digital: Encuentran información en fuentes digitales			
Teclado: Demuestra la posición correcta de dedos y escribe mínimo 5+ palabras por minuto con 90% precisión			
EDUCACION FISICA			
Usa patrones de movimiento y destrezas			
Tiene conocimiento del movimiento y de los conceptos y estrategias de la aptitud física			
Mantiene nivel de aptitud para mejorar salud			
Demuestra responsabilidad, respeto y solución de problemas			
ARTES ESCENICAS Y VISUALES			
Participa y demuestra entendimiento del contenido y conceptos relativos a la danza, drama, música o artes visuales			

Trimestre	**1**	**2**	**3**
CARACTERISTICAS DE ESTUDIANTES EXITOSOS			
Demuestra COPERACION			
Es ASERTIVO			
Asume RESPONSABILIDAD			
Demuestra EMPATIA			
Exhibe AUTO CONTROL			

COMENTARIOS
Trimestre 1

DESARROLLO DEL IDIOMA INGLES			
Trimestre	**3**	**2**	**1**
PI.4-6.1 Intercambia información e ideas			
PI.4-6.5 Escucha atentamente			
PI.4-6.6 Lee/analiza activamente			
PI.4-6.9 Presentar			
PI.4-6.10 Escritura (enfoque en contenido)			
PI.4-6.10 Escritura (enfoque en gramática)			

EXAMEN DE INGLES (ELPAC) PUNTUACION SUMATIVA	
Total	Clave de Evaluación
	4 – Bien desarrollado 3 – Moderadamente desarrollado 2 – Algo desarrollado 1 – Etapa inicial

COMENTARIOS
Trimestre 2

COMENTARIOS
Trimestre 3

Appendix 3 - Student Supports

- Seneca Unconditional Education Model Overview
- Unconditional Education Services Overview
- EL Re-classification Notification and Request

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unconditional EDUCATION UE SM | MODEL OVERVIEW

WHAT IS UNCONDITIONAL EDUCATION?

Unconditional Education begins with LOVE AND COMPASSION. It is the belief that every student deserves to experience success within their neighborhood school community and the faith that every student will experience this success when provided with an inclusive learning environment and the necessary supports. Love and compassion is taking the time to get to know how students' prior school and life experiences affect them as learners and making every possible adjustment to match the style of our teaching to their individual needs. Unconditional Education extends loving care and support to the families of students who are struggling and knows that only through developing genuine partnerships with students' larger networks will our efforts produce transformative results.

Unconditional Education holds an absolute RESPECT for each and every member of the community. Unconditional Education is the belief that students, families and school professionals are doing the best they know how. Unconditional Education means supporting growth while assuming best intent and believing that our genuine collaboration and partnership are at the heart of our capacity to affect change for students.

Unconditional Education is the acknowledgment that some students will struggle with the demands of school. It brings with it a team of experts, the power to access networks of community resources, and the know-how to identify just the right services for each individual. Since every student, family, teacher and school is unique, sometimes even the tried and true tricks of the trade will fall short. In these instances, Unconditional Education is the process of engaging in relentless CURIOSITY, the willingness to revise previous notions of what a student needs and ingenuity to develop out-of-the-box solutions when initial efforts have not produced the desired results.

When student struggles are at their greatest, Unconditional Education holds an endless capacity for HOPE and the belief that existing barriers can be overcome, even when they seem insurmountable. It is also the knowledge that significant change takes time and that COURAGE is required to meaningfully engage with both adults and students in the difficult process of learning something new. On the days when sustaining this learning seems more than can be endured, Unconditional Education delivers JOY. By intentionally building on strengths, commending successes, recognizing effort and engaging in celebrations of each other Unconditional Education can revive the persistence needed to sustain the work of educating all students.

> "We have never had such a fruitful partnership as the one we have with Seneca and Unconditional Education. Not only does it help to achieve our mission, but it allows us to innovate a **truly novel approach** that can be replicated throughout the country."
>
> - HAE-SIN THOMAS, CEO EDUCATION FOR CHANGE FOUNDING PARTNER

THE ORGANIZATION BEHIND UNCONDITIONAL EDUCATION

SENECA
FAMILY OF AGENCIES | UNCONDITIONAL CARE

6925 Chabot Road,
Oakland CA 94618
(510) 654-4004
www.senecacenter.org

Since 1985, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. As a statewide provider of education, behavioral and mental health services in more than 12 counties, Seneca understands the power and considerable impact of providing a continuum of care from early interventions and community based services to high level Special Education and mental health care.

Seneca was founded in 1985 because several caring, visionary people saw a tragedy unfolding: Far too many children were failing in group homes and foster family care. In response, Seneca set out to develop mental health treatment and support services on the principle that troubled youth do not themselves fail, but are instead failed by systems unable to address their complex and specialized needs. Seneca has dedicated itself to becoming a "system of care" agency providing a comprehensive continuum of community-based and family-focused treatment services for children and families. Seneca's continuum of care now includes: in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services and special education, and residential treatment.

Through its Unconditional Education partnerships, Seneca seeks to transfer the lessons learned from its 30 years of experience serving the state's most troubled youth to ensure that all students receive the supports they need to achieve ongoing and sustained educational success.

PRINCIPLES AND VALUES

1 BELIEF IN PARTNERSHIP

Seneca understands the tremendous value of creating unbreakable partnerships that thrive on shared values, common goals, and effective collaboration. These partnerships are the vehicle that enables Seneca to successfully implement a continuum of care service delivery model that appropriately identifies and intervenes for our most vulnerable children. Seneca develops deep relationships with *all* of its partners and believes that these partnerships are the foundation for program success.

2 CONTINUUM OF SERVICES AND EXPERTISE

Seneca was built on the principle that coordinated and integrated services lead to a more meaningful experience and more fruitful outcomes for students and families. All-In! leverages this experience to build programs that engage in shared problem solving across disciplines and integrate academic, behavioral, and social emotional services into a single plan for success. In addition, Seneca brings to the table the backing and collective expertise of 1,000+ staff, as well as access to agency services when confronted by barriers to students' success. Supporting this expertise is the nationally recognized, accredited Seneca Institute for Advanced Practice, which provides evidence-based and best practice trainings for Seneca employees, local service providers, and public agency staff to bolster system-wide capacity to effectively serve youth and families involved with the child welfare, juvenile justice, behavioral health, and special education systems.

3 UNCONDITIONAL CARE

Seneca is founded on the belief that kids don't fail, but that systems fail kids: successful outcomes can occur when systems are adjusted to fit young people's existing needs. The most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success . The willingness to "do whatever it takes," even when doing so proves to be a tremendous challenge, is a cornerstone of the Seneca service philosophy.

- PARTNERSHIP SCHOOL SOCIAL WORKER , SAN FRANCISCO UNIFIED SCHOOL DISTRICT

THE NEED FOR UNCONDITIONAL EDUCATION

Throughout California and across the nation there is a significant educational crisis for our most troubled youth who face additional barriers to accessing a quality education, including:

STUDENTS IN SPECIAL EDUCATION

Across the country, 37% of children with learning disabilities do not graduate high school. This is over twice the rate of students without learning disabilities. Of those who do graduate, less than two percent attend a four year college, despite the fact that many are above average intelligence (Bost, 2008).

STUDENTS WHO EXPERIENCE CHRONIC STRESS AND TRAUMA

Children who experience complex trauma are three times more likely to drop out of school than their peers and have a greater tendency to be misclassified with developmental delays or referred for special education services (The National Child Traumatic Stress Network).

STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

As of the 2013-14 school year, only 62.6% of students classified with limited English proficiency graduated from High School. This is a trend that has become increasingly alarming given English Language Learners are the fastest growing subgroup in American schools (National Center for Education Statistics, 2015).

STUDENTS IN FOSTER CARE

Youth in foster care graduate at relatively low rates and are less likely to complete high school than their non foster care peers (National Working Group on Foster Care in Education, 2011). For example, in California during the 2009-2010 school year, the graduation rate for all grade-12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups (Barrat & Berliner, 2013).

STUDENTS WHO ARE ALREADY BEHIND

Students who do not read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty (Hernandez, 2012).

Attempts to improve outcomes for our nation's most struggling youth have often been piecemeal and uncoordinated, leading to a system full of inefficiencies and producing limited results. As a broad based mental health provider and education agency, Seneca Family of Agencies aims to fill this gap by establishing meaningful partnerships that together weave a continuum of service offerings throughout a school that will ultimately target the individual needs of students and families while overall benefitting all members of the school community.

Barrat, V. X., & Berliner, B. (2013). The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools. San Francisco, CA: WestEd.

Bost, L. W. (2008, June). Helping students with disabilities graduate. Prepared for the National High School Center Summer Institute. http://www.ndpcsd.org/documents/National_High_School_Center_Institute/Helping_Students_Graduate.pdf

Hernandez, Donald J. (2012). *Double Jeopardy: How third grade reading skills and poverty Influence high school graduation.* The Annie E. Casey Foundation.

National Center for Education Statistics. (2015). Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013–14. Retrieved from http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp.

National Working Group on Foster Care in Education, (2011). *Research highlights on education and foster care.* Retrieved from www.casey.org.

The National Child Traumatic Stress Network, (2014). *Complex Trauma: Facts for Educators.* Retrieved from http://www.nctsn.org/products/complex-trauma-facts-for-educators

PROGRAM GOALS

1 TO INCREASE THE ACADEMIC PERFORMANCE AND SOCIAL-EMOTIONAL WELL-BEING OF THE *MOST STRUGGLING* STUDENTS AT OUR PARTNER SCHOOLS

Effective school turnaround requires that schools make systematic changes that emphasize campus-wide achievement while targeting student subgroups that have been underserved as a result of gaps in school services. Unconditional Education focuses on improving learning outcomes for all students, while specifically targeting students who face additional barriers to success.

2 TO INCREASE THE EFFICIENCY OF PARTNER SCHOOLS IN DELIVERING EFFECTIVE INTERVENTIONS TO ALL STUDENTS THROUGH THE IMPLEMENTATION OF A MULTI-TIERED FRAMEWORK

The Unconditional Education model is designed to improve the overall instructional capacity and school culture and climate that serve as the foundation for targeted, early investments in students' educational progress so that more students remain on track and referrals to higher levels of service (such as special education) are minimized.

Key differences between traditional special education/mental health and the Unconditional Education model are summarized in the table below.

TRADITIONAL VS. UNCONDITIONAL EDUCATION

Services are separated	Services are integrated and coordinated
Specialized staff are responsible for providing interventions to students	All staff are responsible for providing interventions
Students must be referred to Special Education or a Mental Health Clinician in order to receive services	Any student can receive intervention services
Students must fail in order to receive extra support	Data-driven progress monitoring is employed to catch students before they fail
"Cookie cutter" approaches to intervention are often implemented	Interventions can be creatively designed to meet the needs of each student

"I appreciate Seneca staffs' **communication with teachers and parents** about individual students and their efforts to support me in modifying expectations and content for students with IEPs."

- PARTNERSHIP SCHOOL TEACHER

Unconditional Education Logic Model

Goals

1. Increase capacity of schools serving high poverty communities to deliver effective interventions through the implementation of a multi-tiered framework
2. To increase the academic performance and social-emotional well-being of the *most struggling* students, including students with disabilities

Input

Multi-Service Lead Agency

- Strong belief in collaboration and partnership
- A continuum of services and expertise including established partnerships with systems of care (social services, child welfare, mental health, behavioral health, probation, etc.)
- Training capacity and expertise

Educational Organization

- Strong belief in collaboration and partnership
- System-wide commitment to providing Unconditional Education for all students
- Organizational sustainability and commitment to the process of school transformation
- Leadership capacity including the ability to develop a shared vision, and to promote relational trust and stakeholder investment

Strategies / Short-Term Outcomes

KEY COMPONENT: System Efficiency

Strategies

- Work collaboratively with leadership to assess the current system of student supports and to create a responsive intervention plan
- Assist leadership in creating a customized braided funding structure

Short-Term Outcomes

- Resource allocation at each tier is aligned with demonstrated need

KEY COMPONENT: Coordination of Services

Strategies

- Coordinate support services through the creation of a multi-disciplinary coordination of services team (COST) and the use of data management and analysis
- Facilitate collaboration with county mental health, child welfare and probation
- Establish a protocol for parental engagement during the referral process

Short-Term Outcomes

- Staff report that services are more coordinated, responsive, integrated, and data driven

KEY COMPONENT: Universal Supports/Tier One

Strategies

- Provide staff with a set of tools including differentiated instruction, School Wide Positive Behavioral Interventions and Supports, and trauma-informed practices, to address the general variance of needs of all students.
- Provide responsive professional development for staff that will enable them to better support students within the classroom setting
- Promote active involvement amongst family and provide training and workshops for parents and caregivers

Short-Term Outcomes

- Schools are more responsive to students who have experienced trauma
- School has a consistent system of PBIS
- School has a differentiated approach to classroom instruction
- Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

KEY COMPONENT: Targeted and Intensive Supports/Tier Two and Three

Strategies

- Provide high quality intervention services by credentialed and licensed professionals
- Provide responsive and specialized training for academic, behavioral and/or mental health support staff
- Provide responsive training for targeted parent groups experiencing similar challenges/needs

Short-Term Outcomes

- Students in special education meet IEP goals
- Students in T2 and T3 interventions experience growth on social emotional and behavioral benchmark measures
- Students in T2 and T3 interventions experience growth on academic benchmark measures
- Students in T2 and T3 interventions experience a reduction in discipline incidents
- Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

Long-Term Outcomes

- Improved school climate as demonstrated by an increase in School Climate Assessment Instrument (SCAI) scores
- Increase in academic achievement as measured by progress assessments and standardized tests
- Improved behavior outcomes as demonstrated by a decrease in disciplinary referrals and suspensions
- Increased time in school as demonstrated by increased attendance rates
- Services are more cost efficient, as demonstrated by cost per pupil rates and an analysis of local contribution

CORE SERVICE ELEMENTS

SCHOOL INTERVENTION ASSESSMENT

In collaboration with school leadership, Seneca's team administers a variety of measures to assess the school's overall culture and their tiered intervention practice. The assessment process includes structured observations, stakeholder interviews, and the administration of the PBIS Tiered Fidelity Index, the Trauma-Informed Matrix, and the School Climate Assessment Instrument (SCAI).

TIERED INTERVENTION MASTER PLANNING & LEADERSHIP SUPPORT

Seneca's program administrators collaborate with school leadership to develop a strategic plan to address gaps identified in the school assessment process. The plan details how the team and school will create, schedule, deliver, and monitor interventions at each of the three tiers. Seneca's experienced administrators then provide regular support for school leaders to engage their school teams in the effective delivery and monitoring of these tiered interventions.

TARGETED AND INTENSIVE INTERVENTIONS

Seneca's credentialed education specialists, licensed service providers (such as speech therapists, occupational therapists, and low incidence disability specialists), licensed therapists, and certified behavioral analysts oversee and/or provide key interventions to those students in need of additional support. The Seneca team oversees referral, assessment, and service delivery, and ensures compliance with related professional, state, and federal educational requirements.

UNIVERSAL DESIGNS FOR LEARNING

Seneca's multi-disciplinary team provides collaborative planning and conferencing with teachers to support the learning needs of all students. Experienced trainers and instructional coaches lead teacher, team, or school-wide cycles of inquiry to analyze student data, differentiate needs, and intervene as needed.

COORDINATION OF SERVICES

Seneca's team structures and facilitates a data-driven process to support integrated service planning. Seneca also develops school-wide procedures to ensure the identification of students requiring additional intervention.

INTERVENTION DATA MANAGEMENT & ANALYSIS

The Seneca team builds upon the school's current data-based practices and integrates the use of data systems to track service delivery and monitor student progress. In addition, the team helps foster information sharing networks between school staff, partner service providers, families, and the greater school community.

RESPONSIVE PROFESSIONAL DEVELOPMENT

In collaboration with school leadership, the Seneca team selects, designs, and presents professional development on a wide range of topics aimed at supporting the effective implementation of tiered interventions. Training may occur during planned professional development sessions or through ongoing consultation, coaching, mentoring, and reciprocal teaching opportunities.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Detterman at robin_detterman@senecacenter.org or (510) 872-2046.

unconditional EDUCATION

unconditional EDUCATION UE SM | SERVICES OVERVIEW

Seneca's Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of *all* students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. *Unconditional Education* is a modular approach that allows schools to identify key areas of internal capacity while leveraging the expertise of Seneca to help address identified gaps and create a truly comprehensive system of supports for all students, family, and staff.

UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION

TIER 3 • INTENSIVE

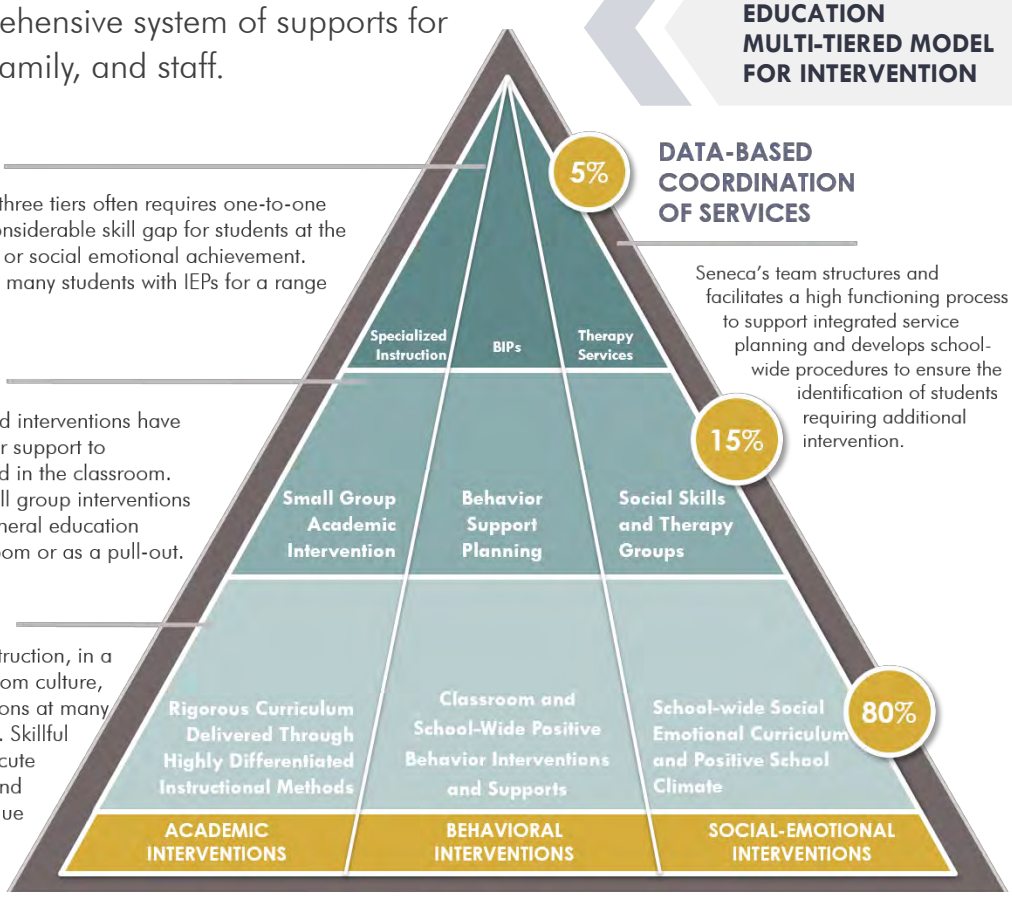
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

COORDINATION OF SERVICES

Seneca's coordination of services team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

School-Wide Systems of Intervention

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach.

Sample Topics for School-Wide Intervention:

- Anti-bullying
- Incidents of community crisis or change
- Students at risk for retention
- Next-grade transition
- SWPBS

Individual Student Intervention

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca's COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student, and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week. This begins the eight-week cycle highlighted by the green boxes in the process diagram to the right. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

Individual Student Discussion Protocol:

- 10 min—Teacher presents the student referred: gives background, strengths and why the student was referred
- 15 min—Team asks questions of the teacher and discusses possible interventions
- 5 min—Members commit to "actions" and hold each other accountable for follow up in subsequent meetings

Office Hours

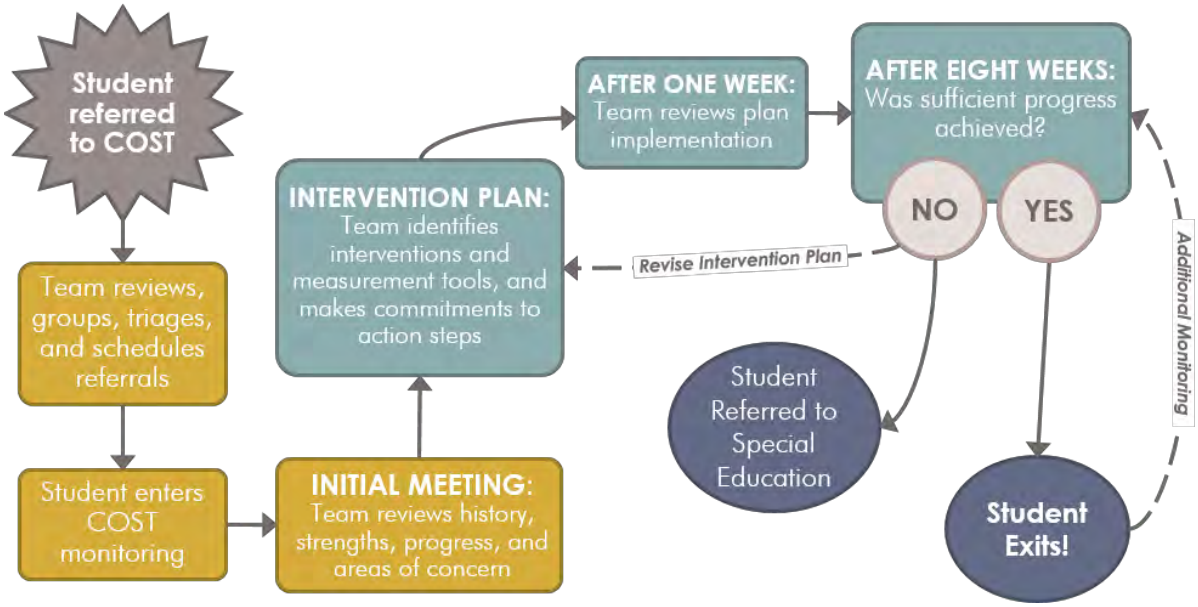
COST team members hold regular office hours as an opportunity for teachers and school staff to engage in additional collaboration around students of concern.

Teachers and school staff can attend office hours to:

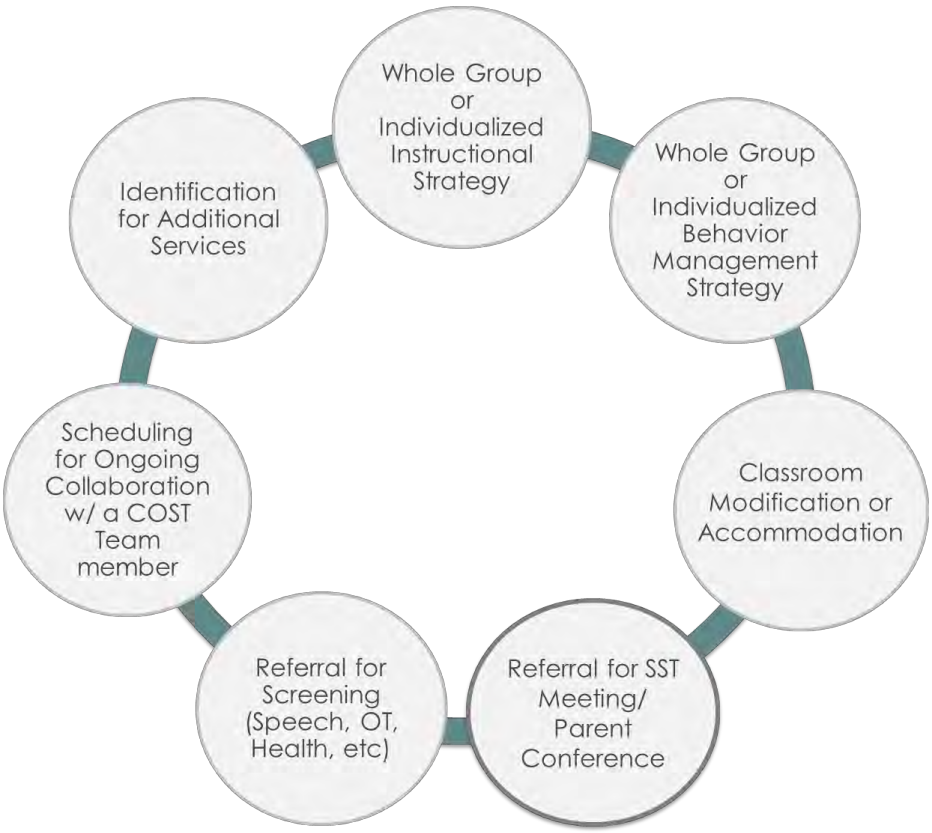
- Get help filling out a COST form
- Obtain support in identifying in-class interventions for a student they serve
- Get help with an urgent situation
- Check-in on the completion of implementation steps
- Review progress monitoring data
- Celebrate student success!

> " I like the fact that if an intervention is not working the team has a meeting to tweak what is needed."
> - PARTNERSHIP SCHOOL TEACHER

THE COST PROCESS



POSSIBLE COST ACTION STEPS



INTERVENTIONS & SERVICES

Academic

Tier 3

Individualized Education Planning: The Seneca team oversees the referral, assessment, and delivery of all Special Education and Related services to ensure compliance with state and federal requirements

Tier 2

Targeted Intervention Groups: Students receive targeted, supplementary instruction from highly trained intervention providers.

Sample Evidenced Based Group Practices:

- Phonics for Reading
- Guided Reading
- Lindamood-Bell Reading - Seeing Stars and Visualizing Verbalizing
- Slingerland Reading
- Stepping Stones to Literacy
- Fast Forward/Reading Assistant
- Edmark Reading
- Language for Learning
- Scientific Learning - Fast ForWord and Reading Assistant
- Do the Math
- Handwriting without Tears

Co-Teaching and Push-In Support: Intervention providers collaborate with classroom teachers to maximize classroom instructional time through workshops or centers model.

Tier 1

Differentiated Instructional Support and Training: Seneca trainers and intervention staff provide strategies and supplementary materials to support multi-dimensional instructional practices in the classroom.

Assessment & Monitoring

Universal Screeners: The Seneca team utilizes existing school assessment data to identify students who need additional intervention and academic supports. If a school has not yet identified a process for universal academic screening and monitoring, the Seneca team can support the development

Sample Screening Tools for Reading:

- Developmental Reading Assessment (DRA)
- Fountas and Pinnell Reading Inventory
- Teachers College Reading Assessment
- AIMSweb Universal Screening Tools

Dig Deep Assessments: After Universal Screenings have been completed, further assessment is often needed to identify particular areas of deficit and determine which interventions are most appropriate. The Seneca team can support additional assessment of struggling students in the areas of phonics, sight-word recognition, fluency and comprehension to determine the most appropriate course for remediation.

Progress Monitoring: Once students are assigned to targeted interventions, their progress will be monitored frequently to ensure sufficient growth towards goals.

Measuring Growth: Progressive growth on screeners and benchmarks is analyzed every 8-10 weeks to ensure students are making necessary progress.

INTERVENTIONS & SERVICES

Behavioral

Tier 3

Therapeutic Behavioral Services (TBS): Seneca provides short-term, one-to-one intervention for students at-risk of moving to more restrictive school settings due to unmanageable behaviors. Clinicians provide the student, school staff, and family with skills to effectively address and manage targeted behaviors.

Individualized Behavior Intervention Services (BIS): For students requiring high levels of adult support to meet their behavioral goals, Seneca can provide highly trained Behavior Intervention Specialists and Behavioral Aides. Specialists oversee the development and monitoring of individualized intervention strategies focused on teaching new, more desirable behaviors, while Aides work individually with students to implement these plans.

Tier 2

Behavior Support Plans: Seneca works with staff to establish individualized plans that can effectively address undesirable behaviors in the classroom, and engages stakeholders in monitoring and supporting behavior change. Implementation of individualized behavior support plans may include development of targeted behavior tracking, student contracting, and/or the utilization of check-in/check-out.

Targeted Classroom Support: Seneca works with identified teachers to provide coaching and support around classroom management strategies and interventions for building community and managing behaviors in the classroom.

Alternatives to Suspension: Seneca develops restorative practices, including conflict resolution and restorative circles, to support students who have struggled to follow school rules as an alternative to suspension and expulsion.

Tier 1

Positive Behavioral Interventions and Supports (PBIS): Seneca has an existing partnership with Dr. Rob Horner from the University of Oregon and Co-Director of the National PBIS Center. Dr. Horner provides Seneca with the technical assistance to implement PBIS with our school partners.

Restorative Justice: Seneca provides training and support implementing Restorative Justice Practices across the school.

School-Wide Training: Seneca's Training Institute has developed an array of trainings aimed at supporting staff and school personnel in preventing and addressing challenging behaviors at school.

Assessment & Monitoring

School Wide Information System (SWIS): Seneca teams can support the implementation of SWIS or other school-wide data systems to track and analyze student behavioral incidents to inform individual and school-wide plans for intervention.

INTERVENTIONS & SERVICES

Social-Emotional

Tier 3

Individual/Family Therapy and Case Management: Seneca clinicians address students' unique mental health needs and goals through a personalized treatment plan that may include individual and family therapy.

Wraparound: Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.

Personalized Learning Spaces: Seneca provides structured, safe spaces on campus for students to access when they need more individualized academic, behavioral, and social-emotional support in order to complete assignments.

Collaborative Classroom: To address the needs of groups of students who would otherwise require a more restrictive setting, Seneca partners with schools to create a collaborative classroom, where a district teacher is supported by Seneca's special education, behavioral, and clinical intervention staff.

Tier 2

Social Skills and Therapy Groups: Based on the presenting needs of students, Seneca provides a variety of evidence-based group interventions to students and/or their parents.

Sample Evidenced Based Group Practices:

- Zones of Regulation
- Strong Start
- SuperFlex
- Mindfulness
- Cognitive Behavioral Intervention to Trauma in Schools (CBITS)
- Positive Parenting Program (Triple P)
- 1,2,3 Magic training with parents

Tier 1

School-Wide Climate and Culture Action Planning: Seneca supports the implementation of positive climate and culture initiatives to build strong and healthy school communities. Utilizing results from the School Culture and Climate Assessment Inventory (SCAI) and Trauma Informed Matrix, the Seneca team can work with school leadership to develop an annual action plan to address areas of need.

Social Emotional Curriculum: Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.

Sample List of Evidenced Based Emotional Curriculum:

- Olweus Anti-Bullying
- Second-Step
- Tool-Box
- Responsive Classrooms
- I Can Problem Solve

School-Wide Training: Seneca provides training on a wide variety of topics, including Crisis Prevention and Intervention and Understanding and Addressing the Symptoms of Trauma. In addition, Seneca works with teachers to understand the effects of vicarious trauma and develop practices of self-care.

Assessment & Monitoring

Social Emotional Screener: Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.

Client Satisfaction: Seneca clinicians utilize the Partners for Change Outcome Management System (PCOMS) to collect regular feedback about students' experience and the effects of the clinical interventions.

Measuring Growth: Seneca utilizes the Strengths and Difficulties Questionnaire (SDQ) at regular intervals throughout treatment. In addition, students receiving Tier Three supports are assessed using the Child and Adolescent Needs Survey (CANS) to drive treatment planning and assess resulting growth.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Detterman at robin_detterman@senecacenter.org or (510) 872-2046.

Consent to Reclassify as Reclassified Fluent English Proficient (RFEP)

Your student is currently classified as an English Learner (EL). This year he or she took the English Language Proficiency Assessment Test (ELPAC), an assessment required by state and federal law for all students whose home language is not English. The purpose of the test is to determine how well each student can listen, speak, read, and write in English.

Your student earned an overall score of 4 (Early Advanced) or higher, and a score of 3 (Intermediate) or higher in Listening, Speaking, Reading, and Writing on ELPAC. Because of this achievement, your student was considered for reclassification. The following criteria are used for EL reclassification:

- The 2nd-5th student earns an overall score of 4 (Early Advanced) or higher, and a score of 3 (Intermediate) or higher in Listening, Speaking, Reading, and Writing on ELPAC.
- The student earns scores on-grade-level on their CAASPP Reading assessment and Math assessment
- If CAASPP scores are unavailable, the student earns scores on-grade-level on their MAP Reading assessment and MAP Math assessment.
- The teacher evaluates the student's level of curriculum mastery in English Language Arts.

Because your child has displayed proficiency in English both in the classroom and on standardized tests as follows:

Principal Annie Shibley and teacher _____ recommends that _____(student) should be reclassified as Fluent English Proficient (RFEP). **Once reclassified, your student will no longer be considered an English Learner at OP or any future school, and will no longer be required to take the ELPAC.**

Please sign below if you agree with this recommendation for reclassification of your child from an English Learner (EL) to a Reclassified Fluent English Proficient (RFEP) student.

_____

Name Signature Date of Meeting

Consentimiento para reclasificar como Dominio del inglés reclasificado con fluidez (RFEP)

Su estudiante actualmente está clasificado como estudiante de un aprendiza de inglés (EL). El año pasado tomaron el Examen de Inglés de California (ELPAC), una evaluación requerida por la ley estatal y federal para todos los estudiantes que el idioma materno no es el inglés. El propósito de la prueba es determinar qué tan bien cada estudiante puede escuchar, hablar, leer y escribir en inglés.

Su estudiante obtuvo un puntaje general de 4 (Early Advanced) o superior, y un puntaje de 3 (Intermedio) o superior en comprensión auditiva, expresión oral, lectura y escritura en ELPAC. Debido a este logro, su estudiante fue considerado para la reclasificación. Los siguientes criterios se utilizan para la reclasificación EL:

- El estudiante de 2º a 5º obtiene una puntuación general de 4 (Early Advanced) o superior, y una puntuación de 3 (Intermedio) o superior en comprensión auditiva, expresión oral, lectura y escritura en ELPAC.
- El estudiante obtiene puntajes a nivel de grado en su evaluación de lectura CAASPP y evaluación de matemáticas
- Si los puntajes de CAASPP no están disponibles, el estudiante obtiene puntajes a nivel de grado en su evaluación de lectura MAP y evaluación de matemáticas MAP.
- El profesor evalúa el nivel de habildad del alumno en el currículo de literatura de ingles.

Porque su hijo ha demostrado dominio del inglés tanto en el aula como en las pruebas estandarizadas de la siguiente manera:

Directora Annie Shibley y maestro/a _____ recomiendan que _____ (estudiante) reclasificado como Dominio del inglés fluido (RFEP). **Una vez reclasificado, su estudiante ya no será considerado un aprendiz de inglés en OP o en ninguna escuela futura, y ya no se le exigirá que tome el ELPAC.**

Firme a continuación si está de acuerdo con esta recomendación para la reclasificación de su hijo de un estudiante de inglés (EL) a un estudiante reclasificado con dominio del inglés (RFEP).

_____

Nombre Firma Fecha de junta

Appendix 4 - Professional Development and Evaluation

- Professional Development Schedule
- Teacher Goal Setting Form
- Teacher Evaluation Model
    - Pre-observation Conference Form
    - Observation Form
    - Annual Evaluation Form
- OP Salary Schedule - 2019-20

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OnePurpose School

Professional Developement Overview

Fall PD 2019

Day:	Date:	Time:	PD Focus:	Links to Training Materials
Thu	8/15	1:00 - 4:00	meet & greet / ALL Things MATH	Eureka Math
Thu	8/22	1:00 - 4:00	Guided Reading	Guided Reading
Thu	8/29	1:00 - 4:00	postponed: Equity (Bully Training)	Bully Training Link
Thu	9/5	1:00 - 4:00	Back to School Night (planning)	
Thu	9/12	1:00 - 4:00	Remembering our Why & Positive Interventions	Bx Matrix & More
Thu	9/19	1:00 - 4:00	COST Prep & F/P Data Report Out	COST Training
Thu	9/26	1:00 - 4:00	Safety Procedures & Substitute Planning	Safety Procedures
Thu	10/3	1:00 - 4:00	Equity Lens: trauma informed 201	led by: Jonathan (Seneca)
Thu	10/10	All Day	*9:00 -11:00 Self-Care with Kate 11:00 - 12:00 Self Care Plan 12:00 - 1:00 Board Provided Lunch 1:00 - 2:00 with Melissa 2:00 - 3:30 Planning Time / 2:00 - 2:30 (optional for teachers) Behavior Contract SELPA Training*	
Fri	10/11	All Day	*:30 Evacuation Procedures 0:30 Data Dive & Goal Setting 0 - 12:00 Report Cards 12:00 - 12:30 Lunch 1:00 - 3:00 Kickball/Social Hour*	
Thu	10/17	1:00 - 4:00	parent/teacher conferences	n/a
Thu	10/24	1:00 - 4:00	Eureka Math Module Assessments & Backwards Planning	
Thu	10/31	no PD	worktime	n/a
Thu	11/7	1:00 - 4:00	Equity Lens: School Psychologist	
Thu	11/14	1:00 - 4:00	Partnership Dine and Delve	
Thu	11/21	1:00 - 4:00	Exhibition Night Prep	
Thu	11/28	Off	Thanksgiving Week	n/a
Thu	12/5	1:00 - 4:00	Equity Lens: meeting sensory needs	
Thu	12/12	1:00 - 4:00	*Reflection and a look ahead*	
Thu	12/19	1:00 - 4:00	exhibition prep	

Winter PD 2020

Day:	Date:	Time:	PD Focus:	Links to Traning Materials
Mon	1/6	all day	PBL Kickoff	
Thu	1/9	1:00 - 4:00	Equity Lens:	
Thu	1/16	1:00 - 4:00	*Academic Focus*	
Thu	1/23	1:00 - 4:00	*tbd*	
Thu	1/30	1:00 - 4:00	PBL focus	
Thu	2/6	1:00 - 4:00	Equity Lens:	
Thu	2/13	1:00 - 4:00	*Academic Focus*	
Thu	2/20	1:00 - 4:00	*tbd*	
Thu	2/27	1:00 - 4:00	PBL focus	
Thu	3/5	1:00 - 4:00	Equity Lens:	
Thu	3/12	1:00 - 4:00	*Academic Focus*	
Thu	3/19	1:00 - 4:00	*tbd*	
Mon	3/23	1:00 - 4:00	parent/teacher conferences	
Tue	3/24	1:00 - 4:00	parent/teacher conferences	
Wed	3/25	all day	*see daily agenda*	
Thu	3/26	all day	*Academic/ SWPBIS*	
Fri	3/27	all day	*see daily agenda*	

Spring PD 2020				
Day:	Date:	Time:	PD Focus:	Links to Traning Materials
Thu	4/2	Off	spring break	
Thu	4/9	1:00 - 4:00	Equity Lens:	
Thu	4/16	1:00 - 4:00	*Academic Focus*	
Thu	4/23	1:00 - 4:00	*SWPBIS, C3 presentation*	
Thu	4/30	1:00 - 4:00	PBL focus	
Thu	5/7	1:00 - 4:00	Equity Lens:	
Thu	5/14	1:00 - 4:00	*Academic Focus*	
Thu	5/21	1:00 - 4:00	*tbd*	
Thu	5/28	1:00 - 4:00	*exhibition prep*	
Thu	6/4	1:00 - 4:00	Equity Lens:	
Thu	6/11	**Last Day of School**	Safety Meeting	

Teacher Evaluation Goal Setting Form – 2019/2020

Evaluatee's Name: _____

Evaluator's Name: _____ Assignment: _____

Year at OP: _____

Section I: Teaching Standards

Standard 1 – Engages and Supports All Students in Learning

Standard 2 – Creates and Maintains Effective Environments for Student Learning

Standard 3 – Understands and Organizes Subject Matter for Student Learning

Standard 4 – Plans Instruction and Designs Learning Experiences for Students

Standard 5 – Assesses Student Learning

Standard 6 – Develops as a Professional Educator

Section II: Goals and Action Plan

A. Identify a Professional Goal tied to one of the standards above.
B. Include a Plan of Action to fulfill the goal including professional development or focused coaching you believe would help you achieve your professional goal.
C. Identify a Personal Goal.
D. Include a Plan of Action to fulfill the goal.

_____ _____
Teacher Signature Date

Reviewed, Discussed, Approved by Supervisor:

_____ _____
Supervisor Signature Date

Teacher Observation
Pre-Conference Questionnaire

Teacher: _____ Date of Scheduled Observation: _____

1. What will you be teaching in this lesson?

2. What do you expect your students to learn by the end of this lesson?

3. What activities will you and your students be doing?

4. What standards will be addressed?

5. How will you know if your lesson is successful?

6. Is there a specific strength/standard on which you would like me to focus?

7. Is there a specific weakness/standard on which you would like me to focus?

OnePurpose School

Classroom Observation Report

Evaluatee's Name: _____ Site: _____

Evaluator's Name: _____ Assignment: _____

Date _____ Time In _____ Time Out _____ Scheduled _____ Unscheduled _____

Lesson Topic _____

Number of Students _____

Engaging and Supporting All Students in Learning

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

Evidence: _____

Creating & Maintaining Effective Environments for Student Learning

• Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully			
• Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students			
• Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe			
• Establishes and maintains standards for student behavior			
• Creating a rigorous learning environment with high expectations and appropriate support for all students			
• Developing, communicating, and maintaining high standards for individual and group behavior			
• Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn			
• Using instructional time to optimize learning			

Evidence: _____

Understanding & Organizing Subject Matter for Student Learning	Meets Standards	Does Not Meet Standards	Not Observed
• Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
• Applying knowledge of student development and proficiencies to ensure student understanding of subject matter			
• Organizing curriculum to facilitate student understanding of the subject matter			
• Utilizing instructional strategies that are appropriate to the subject matter			
• Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
• Addressing the needs of English learners and students with special needs to provide equitable access to the content			
• Establishing and articulating goals for student learning			

Evidence:

Assessing Students for Learning

• Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
• Involving all students in self-assessment, goal setting, and monitoring progress			
• Using available technologies to assist in assessment, analysis, and communication of student learning			

Evidence:

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Administrator's Signature Date

I have received a copy of this observation report. I understand that this observation report only contains a portion of the evaluation criteria that will be included on the interim and/or final evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Teacher's Signature Date

These criteria are based on state law (Education Code Sections 44660-44665) and the California Standards for the Teaching Profession (CSTP 2009). The Standards address the following areas: I. Engaging and Supporting All Students in Learning II. Creating and Maintaining Effective Environments for Student Learning III. Understanding and Organizing Subject Matter for Student Learning IV. Planning Instruction and Designing Learning Experiences for All Students V. Assessing Students for Learning VI. Developing as a Professional Educator.

Annual Evaluation Form

Teacher: _____ Evaluator: _____

2019/2020 Assignment: _____

4. Satisfactory – meets standards
3. Progressing – close to standards
2. Needs improvement – falling short of standards
1. Unsatisfactory – does not meet standards

Standard 1 – Engaging and Supporting All Students in Learning	4	3	2	1
Connecting students' prior knowledge, life experience, and interests with learning goals				
Facilitating learning experiences that promote autonomy, interaction and choice				
Using a variety of instructional strategies and resources to respond to students' diverse needs				
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful				
Promoting self-directed, reflective learning for all students				

Comments:

Standard 2 – Creating & Maintaining Effective Environments for Student Learning	4	3	2	1
Creating a physical environment that engages all students				
Establishing a climate that promotes fairness and respect				
Promoting social development and group responsibility				
Establishing and maintaining standards for student behavior				
Planning and implementing classroom procedures and routines that support student learning				
Using instructional time effectively				

Comments:

Standard 3 – Understanding & Organizing Subject Matter for Student Learning	4	3	2	1
Demonstrating knowledge of subject matter content and student development				
Organizing curriculum to support student understanding of subject matter				
Interrelating ideas and information within and across subject matter areas				
Developing student understanding through instructional strategies that are appropriate to the subject matter				
Using materials, resources and technologies to make subject matter accessible to students				

Comments:

Standard 4 – Planning Instruction & Designing Learning Experiences for All Students	4	3	2	1
Drawing on and valuing students' backgrounds, interests, and developmental learning needs				
Establishing and articulating goals for student learning				
Developing and sequencing instructional activities and materials for student learning				
Designing long and short term plans to foster student learning				
Modifying instructional plans to adjust for student needs				

Comments:

Standard 5 – Assessing Student Learning	4	3	2	1
Establishing and communicating learning goals for all students				

Collecting and using multiple sources of information to assess student learning				
Involving and guiding students in assessing their own learning				
Using results of assessments to guide instruction				
Communicating with students, families and other audiences about student progress				

Comments:

Standard 6 – Developing as a Professional Educator	4	3	2	1
Reflecting on teaching practice and planning professional development				
Establishing professional goals and pursuing opportunities to grow professionally				
Working with communities to improve professional practice				
Working with families to improve professional practice				
Working with colleagues to improve professional practice				
Balancing professional responsibilities and maintaining motivation				

Comments:

Final Narrative:

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

_____

Administrator's Signature Date

I have received a copy of this evaluation. I understand that this is my final evaluation for the school year. Signing this form does not necessarily mean that I agree with the ratings.

_____

Teacher's Signature Date

These criteria are based on state law (Education Code Sections 44660-44665) and the California Standards for the Teaching Profession (CSTP 2009). The Standards address the following areas: I. Engaging and Supporting All Students in Learning II. Creating and Maintaining Effective Environments for Student Learning III. Understanding and Organizing Subject Matter for Student Learning IV. Planning Instruction and Designing Learning Experiences for All Students V. Assessing Students for Learning VI. Developing as a Professional Educator.

OnePurpose School Salary Schedule - 2019-20

Fully Credentialed Teacher

SFUSD I B6*	% step raise	plus 8%
$61,240	0.0000	$66,139
$61,930	0.0113	$66,884
$62,715	0.0127	$67,732
$63,605	0.0142	$68,693
$64,491	0.0139	$69,650
$65,377	0.0137	$70,607
$66,266	0.0136	$71,567
$67,154	0.0134	$72,526
$68,042	0.0132	$73,485
$68,927	0.0130	$74,441
$69,924	0.0145	$75,518
$71,197	0.0182	$76,893
$72,467	0.0178	$78,264

* Bachelors Degree only

OPS Add Ons

For each year at completed OPS	$1,000	**added to salary**
Fluent in Spanish	$1,000	**added to salary**
Masters Degree	$2,500	**added to salary**
Lead Teacher	$2,500	**added to salary**
Committee Member	$500	**year end bonus**

gency/Other Non-credentialed Teacher

SFUSD I C6*	% step raise	plus 8%
$52,333	0.0000	$56,520
$52,333	0.0000	$56,520
$52,724	0.0075	$56,942
$53,117	0.0075	$57,366
$53,504	0.0073	$57,784
$53,896	0.0073	$58,208

* Bachelors Degree only

onal Support/Instructional Aide

SFUSD sched 935/A03 ** (hourly rate)	"Salary" based on 200 days/ 8hrs per day	% step raise	plus 4%
$22.73	$36,371	0.0000	$37,826
$23.81	$38,096	0.0474	$39,619
$24.96	$39,943	0.0485	$41,541
$26.17	$41,873	0.0483	$43,548
$27.43	$43,885	0.0481	$45,641
$28.24	$45,187	0.0297	$46,995

** 2 years college/university required or equivalent competency

This is a non-exempt position, and as such, is HOURLY. Timesheets should be kept.

Salary amounts are based on 200 days/8 hours per day

Appendix 5 - Family Engagement

- OP Family Learning Scope and Sequence - 2019-20
- OP Community Event Schedule - 2019-20
- SSC and ELAC Meeting Schedule
- SSC and ELAC Sample Agenda

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OnePurpose School

Family Learning
2018-19 School Year

2019-20 Scope and Sequence	
September	**Focus:** Community Resources **Objective:** Parents will have the opportunity to engage with Community Partners in conjunction with Back to School Night. Parents will have more resources on hand within the community to support with individual needs.
October	**Focus:** Toolbox (Social Emotional Learning Curriculum) **Objective:** Parents will be able to understand and utilize the school wide social emotional learning curriculum both here at school and at home. With this training there will be a stronger connection between home/school language.
November	**Focus:** Engaging in Reading Strategies at Home **Objective:** Parents will learn basic literacy support to help students at home. Sharing will include free apps and websites that can be used for additional support, extensions, and challenges.
December	**Focus:** New Ways of Teaching Math **Objective:** Parents will learn basic math support to help students at home. Sharing will include free apps and websites that can be used for additional support, extensions, and challenges.
January	**Focus:** Supporting Scholars through De-escalation **Objective:** Parents will have a greater understanding of de-escalation strategies used here at school to support all scholars enter back into “baseline” quicker which in turn will help scholars stay more focused on the task at hand in the classroom.
February	**Focus:** Helping & Preparing Children for Schoolwide Assessments **Objective:** Parents will be able to utilize instructional strategies and include healthy habits at home for academic and physical fitness assessments to support their scholars feel more prepared.

March	**Focus:** Healthy Habits, Healthy Eating **Objective:** Parents will hear from a nutritionist who will provide strategies to increase healthy eating at home and on the go, including recipe tips and support for special needs diets.
April	**Focus:** TBD (based on input from parents in Fall for other topics) **Objective:**
May	**Focus: Preventing the Summer Slide** **Objective:** Staff will provide parents with specific strategies, online resources, summer program options and more to help students to continue their learning through the summer months to prevent the summer slide.
Sample Agenda - October	
Focus: Toolbox Workshop hosted by Inclusion Coach - Katy Simonds	
7:00 pm	Welcome, Introductions - Principal Annie Shibley
7:05 pm	Introduction to Toolbox, the OP Social Emotional Learning Program Objectives Video snippets What it looks like in the classroom What it looks like on the playground/cafeteria How it supports social emotional student growth at OP Teacher testimonial/sharing How you can use Toolbox at home
7:35 pm	Questions/Answers Overview of remaining parent trainings for 2019/2020 Meeting feedback form Thank you and good night!

OnePurpose School Community Events - 2018-19			
	Event Name	**When**	**Day of Week**
September	Latino Heritage	September 27	Friday
October	Tigerween	October 31	Thursday
November			
	Fall Banquet	November 22	Friday
December	Exhibition Night	December 19	Thursday
	Winter Fest	December 20	Friday
January	100th Day of School	January 31	Friday
February	Black History Celebrations	February 28	Friday
March	Dr. Seuss - Read for America	March 2	Monday
	Spirit Days---- Another Name	March 23-24 Because they are half days	Monday and Tuesday
April/May	Spirit Week	April 27- May 1	Monday Thru Friday
May	Field Day	TBD	
June	Exhibition Night	June 4 or June 10	Thursday or Wednesday
	Step Up Ceremony	June 11	Thursday
	Nutcrackers	TBD Annie will get further information 8/21/19 2:20pm	
	The Zoo	TBD	

School Site Council (SSC)
Meetings Dates - 2019/2020

Meeting #1 – Tuesday, September 24 - 745 am
Bylaws Approval, Officer Election LCAP Review
Review of Enrollment, After School Programs, Professional Development Plans

Meeting #2 – Tuesday, December 3, 2019 - 745 am
School Goals Update Review of Curriculum, School Programs
Other items proposed by Principal/President

Meeting #3 – Tuesday, February 25 2020 - 745 am
LCAP update Winter update
Other items proposed by Principal/President

Meeting #4 - Tuesday, May 19th, 2020 - 745 am
LCAP Spring activities
Other items proposed by Principal/President

English Language Advisory Council (ELAC)
Meeting Dates - 2019/2020

Meeting #1 – Tuesday, September 24 - 815 am
Bylaws Approval, Officer Election
LCAP Review, School ELL Data including CAASPP and Redesignation
Review of Enrollment, After School Programs, Professional Development Plans

Meeting #2 – Tuesday, December 3, 2019 - 815 am
School Goals Update Progress Monitoring
Integrated vs. Designated ELD Instruction
Other items proposed by Principal/President

Meeting #3 – Tuesday, February 25 2020 - 8 am
LCAP update Winter update
Other items proposed by Principal/President

Meeting #4 - Tuesday, May 19th, 2020 - 8 am
LCAP, ELPAC Update Spring activities

School Site Council (SSC) and ELAC

Meeting #1
September 24, 2019

OnePurpose School

Agenda

- Review of School Site Council, ELAC
- Brown Act/Robert's Rule of Order
- Bylaws Approval
- Officer Elections
- LCAP Review
- ELAC - English Learner Data Review

OnePurpose School

Review of School Site Council

OnePurpose School

SSC - Rationale

- Any school receiving categorical funding from the state must operate an SSC.
- The SSC is a joint council of school staff members and parent volunteers who act in an advisory role.

SSC - Purpose

- Ensures stakeholder input is available for all school improvement plans (inc. ESSA/LCAP)
- Ensures One Purpose is in compliance with California Ed Code
- Provides a space for parent advising on school policies

OnePurpose School

SSC - Protocol

- All parents and teachers should undergo nomination by their peers and a subsequent election if there are more nominations than available member slots.
- All meetings must conform to the Brown Act and Robert's Rule of Order (to be reviewed today)
- Parents should hold the officer roles of the council

OnePurpose School

ELAC - Purpose

- For schools with at least 21 EL Learners, the school must form an ELAC.
- The ELAC is similar to the SSC in that it serves in an advisory capacity but focuses primarily on the EL population.

ELAC - Protocol

- All parents and teachers should undergo nomination by their peers and a subsequent election if there are more nominations than available member slots.
- All meetings must conform to the Brown Act and Robert's Rule of Order (to be reviewed today)
- Parents should hold the officer roles of the council. Parents of ELs should be equal to the percent of ELs on campus.

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Brown Act & Robert's Rule of Order

OnePurpose School

Brown Act

- Ensures the public is aware of and can attend all SSC/ELAC meetings.
- Holds us accountable to the agenda items through provision of subsequent minutes.

Robert's Rule of Order

- Ensures meetings are orderly and clear decision making processes exist.

Robert's Rule of Order - Meeting Agendas

- Call to Order
- Roll Call of Members Present
- Reading of Minutes from Last Meeting
- Officer's Reports
- Committee Reports
- Special orders
- Unfinished Business
- New Business
- Announcements
- Adjournment

OnePurpose School

Bylaws Approval

OnePurpose School

Bylaws Approval

- To operate as an advisory council, we must approve a set of Bylaws at our first annual meeting.
- Bylaws ensure we have rules set in place for duties, officers, membership, and meetings.

Bylaws Approval

- Please review the provided ByLaws.
  - Revisions
  - Amendments
- We will vote on whether to adopt them at this time.

Officer Elections

OnePurpose School

Officer Elections

- President
  - Approves Meeting Agendas (in collaboration with Principal)
  - Facilitates Meetings and Motions
- Vice President
  - Fills role of President in his/her absence

LCAP Review

OnePurpose School

LCAP Review

- What is the LCAP?
- What is the LCAP timeline?
- How is it different from the SPSA or the ESSA?

OnePurpose School

LCAP Goals

1. High quality instruction
   a. New curriculum - More Starfall (TK-K), Bookworm (1st-5th), Engage NY Math (TK-5th), Mystery Science (TK-5th), Studies Weekly (TK-5th)
   b. All aligned to state/national standards
   c. Teachers and support staff trained in all
2. Social emotional support
   a. Toolbox
   b. Seneca support
3. Parent support and involvement
   a. Parent education series
   b. Messages home to parents in Spanish/English
   c. English class by one of our teachers
   d. Outreach by staff about students and parenting

OnePurpose School

LCAP Goals

4. Performance monitoring, evaluation, adjustments

a. Data on student performance, intervention groups
b. Data on behaviors, intervention groups
c. One on one counseling

5. Adequate funding

d. Board raises more than $1.2M a year for school programs
e. Careful monitoring of funds to ensure alignment to plan and student needs

Comprehensive Support & Improvement Grant

ESSA - Comprehensive Support & Improvement Grant (CSI) Spending Plan

Funding Received: $172,442
Timeline to Spend: March 18, 2019 - June 30, 2020

Intend of the Funds: The school is required to partner with stakeholders, including school principals, and other school leaders, teachers, and parents to locally develop and implement a plan. When we drafted and had community input for our LCAP in May and June, we discussed the CSI finding and our focused use of the funds.

Our Plan Includes:

- Provide academic summer learning opportunities for current K-4th grade students
- Purchase instructional materials to improve instructional programs
- Hire a consultant to advise the board and staff in the areas of: instruction, budgets, assessment, LCAP, staff professional development, school safety, human resources, and home/school communication
- Create/hire a temporary position for Inclusion Facilitator
- Professional development and credential support

Fountas & Pinell September Data

OnePurpose School

September Student Performance

- Fontas & Pinell

	Below	At	Above
TK/K	No F&P data. Testing window beings in winter 2020 for Kindergarten.		
1st Benchmark=D 15 students	86.06% 13 students	6.06% 1 student	6.06% 1 student
2nd Benchmark=J 24 students	70.8% 17 students	16.6% 4 students	12.5% 3 students
3rd Benchmark=N 20 students	40% 8 students	20% 4 students	40% 8 students
4th Benchmark=P 15 students	40% 6 students	20% 3 students	40% 6 students
5th Benchmark= T 7 students	85% 6 students	0% 0 students	15% 1 students
School-Wide Total students assessed= 81	61.7% 50 students	14.8% 12 students	23.4% 19 students

OnePurpose School

School
EL Achievement Data Review

OnePurpose School

EL Achieve Program

Grade:	# of Students
K	5
1	8
2	7
3	3
4	3

OnePurpose School

Next Steps

OnePurpose School

Appendix 6 - Corporate Documents

- OP Board of Directors Summary of Experience
- OP Articles of Incorporation
- OP Bylaws
- OP Conflict of Interest Code

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OP Board of Directors

Pamela Mann, Chair
Pamela is a retired attorney who has practiced primarily in the area of structured finance. She was a board member and former Board Chair of the San Francisco Education Fund. Her previous board service includes Ronald MacDonald House, the Jewish Community Center, and Temple Emanu El. Pamela has volunteered as a college mentor with College Track and for many years as a tutor at Cobb Elementary School. She is a graduate of UC Hastings College of the Law, UC Berkeley, and Lowell High School.

Dave Atkin, M.D.
Dave is a Board Certified Orthopedist at St. Luke's Hospital, who is in his 25th year of service to the communities of Hunters Point, the Bayview and the Mission. An avid medical volunteer, Dave is the current president of Operation Rainbow, an organization providing free medical and surgical care to indigent children in developing countries. He has led volunteer teams from St. Luke's Hospital to the Philippines, Nicaragua, El Salvador and the Caribbean for almost three decades.

Mark Atkinson
Mark is the CEO of Mursion, a virtual training environment, where professionals rehearse and master the essential interpersonal skills required to be effective in high stakes careers. He is the founder and former CEO of Teachscape, the nation’s leading provider of online and mobile tools for teacher training and evaluation. Mark was the Senior Producer at CBS News where he won an Emmy. He is a member of the OnePurpose Founding Team. He received a BA from Yale.

Melissa Barnes-Dholakia
Melissa is founder and CEO of MBD Partners, an organization that supports charter schools in school design, goal setting and monitoring, and performance reporting. She is the former Co-Director of the award-winning Lighthouse Community Charter School, which serves low-income Latino youth in Oakland. Melissa is a member of the OnePurpose Founding Team. She received a BA from Whitman College and MA from the University of Oregon, and was a 2002 New Leaders Fellow.

Christy T. Covalesky
Christy is a Wealth Manager at Wetherby Asset Management, a leading independent investment advisory firm. Christy started her career at Cambridge Associates, where she advised endowments and nonprofit institutions on investment portfolio strategy and management. She has two children and enjoys seeing the world through their eyes. She received a BA from Middlebury College and an MBA from Stanford Graduate School of Business.

Sue Davenport

Sue has worked as a nonprofit consultant in accounting, finance, and human resources. She is the former Business Manager and Controller at San Francisco University High School, Treasurer of the Junior League of San Francisco, and Controller at the First Nationwide Investment Corporation.

Peter Dworkin
Peter recently retired from the biotechnology industry. Most recently he was Vice President, Corporate Communications of Regeneron Pharmaceuticals, one of the largest biotechnology companies in the U.S. Previously, he led investor relations and corporate communications for several other bioscience companies, including Applied Biosystems. Before entering the biotech industry, Peter was a journalist with US News and World Report, the San Francisco Chronicle and Fortune Magazine. He received an AB from Brown University and a MBA from UC Berkeley.

Josh Elkes
Josh is the CEO and Co-Founder of Harbour, a software solution bringing automation and intelligence to the enterprise-wide content workflow. He holds seats on many New York and San Francisco arts and philanthropic organizations, including the New York Public Library's Young Lions Committee, Lincoln Center's Young Patrons Committee, the Guggenheim's Young Collectors Council Acquisitions Fund, the New Museum's Curators Council, SFMoMA's SECA, the MET Museum's Apollo Circle Patrons Committee, the MoMA Junior Associates, Team Tassy's Board of Directors, and Grassroot Soccer's Ambassador's Council.

Annie Ellicott
Annie is the President of LeapUP Marketing Solutions, a strategy and marketing services consultancy she founded in 2003 which has assisted over 100 clients to date in consumer-based travel, retail and services businesses. Leapup's sweet spot is developing marketing strategies which drive customer acquisition, relationship building and retention. Annie's background includes over 25 years of experience in consumer market research, business strategy and marketing program development. Annie holds a BA degree in Economics from Princeton University and a Masters of Science degree in Health Policy and Management from the Harvard School of Public Health.

Robert Greene
Robert has worked with schools and nonprofits for more than 20 years, having served as a teacher and administrator in several independent schools, as well as in urban school environments and social entrepreneurship agencies. He currently is a Senior Consultant and Leadership Coach with JONES, a firm that specializes in diversity-based organizational development consulting. Robert earned his Ed.M. in Administration, Planning, and Social Policy from the Harvard Graduate School of Education and his BA in Economics, with a Political Science minor, from Brown University.

Ingrid Mezquita
For more than 25 years, Ingrid has contributed to the nonprofit and public sector in various capacities including as a strategist, developer, director, adviser, consultant and board member.

As executive director of First 5 San Francisco, she is advancing policy in San Francisco's early childhood system through focused advocacy, equity, and systems change. Ingrid has developed and managed multiple children's programs including implementing our City's universal preschool system, Preschool for All, thereby increasing access to high-quality preschool for children who would benefit the most. Ingrid holds an MBA from Haas School of Business at UC Berkeley.

Joi Jackson-Morgan
Joi is a San Francisco native and the Executive Director at the 3rd Street Youth Center & Clinic in her childhood neighborhood, Bayview/Hunter's Point. Joi is also a New Leaders Fellow. During and after her undergraduate work at California State University at Hayward, she worked as a math and science teacher at several Bay Area junior high and high schools. Joi received her MA in Urban Public Health from Charles R. Drew University.

Linda Mayne
Linda is a real estate broker for Sotheby's. She previously owned her own brokerage company, Mayne and Company Real Estate, for 29 years. She is also a contemporary artist and has worked in Art With a Pulse. In 2015, she devoted her open house to benefit the Wounded Warriors Project. Linda received her BA from UCLA.

Karen Rathman
Karen is President of the Board of the Sonoma Valley Mentoring Alliance. She is a Senior Scholar at the Center of Adolescence at Stanford University, studying Youth Purpose. She mentors in the Stand-By-Me Mentoring Program. Karen received her BA from the University of Connecticut and MA from the University of London, Institute of Education.

Scott Roberts
Scott is Vice President, Enterprise Business Development at LinkedIn. He is the former Director of Business Development and Business Management at Yahoo! Scott is the founder, and former VP of Business Development and General Manager at eTranslate. He is an investor in Rakuten, Wealthfront, TraceLink, NerdWallet, and Sokanu. Scott is a member of the OnePurpose Founding Team. He received a BA from Yale.

Glenda Romero
Glenda has two children who currently attend OnePurpose School. Glenda is a OnePurpose School founding parent, whose older daughter has been at OnePurpose since the school opened in 2015. Glenda works in a maintenance role for the San Francisco Giants.

Diana Warren
Currently the Vice President of Operations at Envision Schools, Diana has twenty-five years of experience as an educator. She holds a BA degree in Speech Communications from San Francisco State University and a MA degree in Curriculum and Teaching from Teachers College Columbia University. Her first years as an educator were spent in the classroom teaching first, fourth, sixth, and eighth grade. In later years, she worked as Coordinator of Curriculum and

Instruction, Deputy Director, and Executive Director of a small charter school in West Oakland. Later she served as Director of the California State University, East Bay Upward Bound Program and then as the Head of the Lower School at Black Pine Circle School. Prior to coming to Envision Schools, she was the Vice President of Operations at City Arts and Tech High School. In her spare time, Diana loves to travel, listen to jazz, and her passion is reading.

David B. Zenoff, Founding Board Chair
David has advised CEOs and Boards of Directors on organization development and change, strategy, and leadership in 90 organizations in 32 countries. He has served on numerous corporate and nonprofit boards and is the former Board Chair of Larkin Street Youth Services. He taught in the Graduate Schools of Business of Columbia and Stanford Universities. David has consulted (gratis) for San Francisco Achievers, First Place for Youth, Reading Partners, Mercy Housing of California, and Mercy Beyond Borders. He received a BA from Stanford and an MBA and DBA from Harvard.

3569318

FILED
Secretary of State
State of California
MAY 10 2013

ARTICLES OF INCORPORATION

OF

ONE PURPOSE SCHOOL, INC.

ARTICLE I
NAME

The name of the corporation is One Purpose School, Inc. (hereinafter referred to as the "Corporation").

ARTICLE II
ORGANIZATION

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

ARTICLE III
PURPOSES AND POWERS

The purposes for which the Corporation is formed are as follows:

1. The specific purposes and powers of the Corporation are as follows:

(a) The Corporation is organized and is to be operated exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the United States Internal Revenue Code of 1986 (hereinafter referred to as the "Code") All references to the Code contained herein are deemed to include corresponding provisions of any future United States Internal Revenue Law.

(b) In furtherance of the purposes set forth in this Article III, the Corporation may exercise all the rights and powers conferred on nonprofit public benefit corporations under the laws of the State of California.

2. No substantial part of the activities of the Corporation shall consist, except as otherwise provided in section 501(h) of the Code, of carrying on propaganda, or otherwise attempting to influence legislation, nor shall the Corporation participate in, or intervene in (including the publishing or distributing of statements or otherwise), any political campaign on behalf of or in opposition to any candidate for public office.

3. Notwithstanding any of the above statements of purposes and powers, the Corporation shall not engage in any activities or exercise any powers, whether express or implied, so as to disqualify the Corporation from exemption from federal income tax under section 501(a) of the Code by reason of being an organization described in section 501(c)(3) of the Code and/or from exemption from California income tax under section 23701 of the

Revenue and Taxation Code by reason of being an organization described in section 23701d of the Revenue and Taxation Code. All references to the Revenue and Taxation Code contained herein are deemed to include corresponding provisions of any future California Revenue and Taxation Law.

ARTICLE IV
ADDRESS AND INITIAL AGENT FOR SERVICE OF PROCESS

The initial corporate address of this corporation is:

3701 21st Street
San Francisco, CA 94114

The name and address in the State of California of the Corporation's initial agent for service of process is:

Daniel McLaughlin
3701 21st Street
San Francisco, CA 94114

ARTICLE V
DEDICATION AND DISSOLUTION

1. The property of the Corporation is irrevocably dedicated to charitable or educational purposes and no part of the net income, property or assets of the Corporation shall ever inure to the benefit of, or be distributed to, its members, directors, officers, or any private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No part of the net income, property or assets of the Corporation shall be used other than for the purposes of the Corporation as set forth in Article III hereof or as provided in this Article.

2. In the event of liquidation, dissolution, termination, or winding up of the Corporation (whether voluntary, involuntary or by operation of law), the Board of Directors shall, after paying or making adequate provisions for the payment of all of the liabilities of the Corporation, transfer all of the remaining property and assets of the Corporation to one or more Qualified Organizations, as defined below, as the Board of Directors shall determine. For purposes of this Article V, "***Qualified Organization***" shall mean a corporation or other organization organized and operated exclusively for charitable and educational purposes which corporation or other organization at the time either (a) qualifies as exempt from income tax under section 501(a) of the Code by reason of being an organization described in section 501(c)(3) of the Code or (b) qualifies as a corporation or other organization to which contributions are deductible under section 170(c)(1) of the Code.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation as sole incorporator on May 9, 2013.

The undersigned further declares that such execution is her act and deed.

Jennifer Baer
Incorporator

1315288 v1/SF

I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 28 2013 GS

Date: _____

Debra Bowen

DEBRA BOWEN, Secretary of State

Secretary of State
Business Programs Division
Business Entities, 1500 11th Street, 3rd Floor, Sacramento, CA 95814

Welcome to California

Congratulations on the registration of your corporation with the California Secretary of State. California law requires corporations to keep their public record updated by filing information with the California Secretary of State.

Required Statement of Information

Required Filing Timelines

Domestic (formed in California) stock corporations must file a complete Statement of Information (Form SI-200) within the first 90 days of filing the Articles of Incorporation, and then each year after that in the month of the incorporation date.

Domestic (formed in California) nonprofit corporations must file a complete Statement of Information (Form SI-100) within the first 90 days of filing the Articles of Incorporation, and then every 2 years after that in the month of the incorporation date. In addition, any nonprofit corporation formed to manage a common interest development under the Davis-Stirling Common Interest Development Act also must file a Statement by Common Interest Development Association (Form SI-CID) with their Statement of Information.

Foreign (formed outside of California) corporations must file a complete Statement of Information (Form SI-350) within the first 90 days of filing the Statement and Designation, and then each year after that in the month of the qualification date.

Filing Services

For fastest service, required Statement of Information for most corporations can be submitted using our online filing service at https://businessfilings.sos.ca.gov/. Payment must be made by credit card (VISA or Mastercard) when filing online.

Statements of Information submitted on paper can be mailed or delivered in person (drop off) to the Sacramento office, but the processing time is longer. Current processing times for paper documents may be found at www.sos.ca.gov/business/be/processing-times.htm.

Additional information regarding Statements of Information, including forms, instructions and current fees are available at www.sos.ca.gov/business/be/statements.htm.

Reverse Side

Please see reverse side of this document for important information regarding your newly registered corporation.

Domestic Stock Corporations

Filing Articles of Incorporation pursuant to California Corporations Code section 200 does not of itself authorize the use of a corporate name in California in violation of the rights of another who may have acquired rights to the use of the name by reason of the following laws:

- Federal Trademark Act
  (United States Code, Title 15, section 1051 et seq.)
- California Model State Trademark Law
  (Business and Professions Code section 14200 et seq.)
- California Fictitious Business Name Law
  (Business and Professions Code section 17900 et seq.)
- Common law rights, including rights to a trade name

If you have any questions regarding such rights, please consult a private attorney.

Domestic Nonprofit Public Benefit Corporations

A nonprofit public benefit corporation is required to furnish an additional copy of a corporate document for forwarding to the Office of the Attorney General. Our office has forwarded a copy to the Office of the Attorney General in compliance with California Corporations Code section 5120(d).

Other Business Information and Resources

All business entities are subject to state and federal tax laws and may be subject to additional requirements depending on the type of entity and/or the type of business conducted. Please refer to our Business Resources webpage at www.sos.ca.gov/business/be/resources.htm for a list of other agencies you may need to contact to ensure proper compliance with the laws of the State of California. Note: The California Secretary of State does not license corporations. For licensing requirements, please contact the California city and/or county where the principal place of business is located and/or the state agency with jurisdiction over the activities of the corporation.

Don't Forget The Attorney General's Office

You've just incorporated as a charity.

You still have very important steps to take involving the Attorney General's Registry of Charitable Trusts.

✔ YOU MUST REGISTER YOUR CHARITY WITH THE ATTORNEY GENERAL'S OFFICE

To operate in California, you must register your charity with the Attorney General's Registry of Charitable Trusts within 30 days of receiving donations, property or other assets. Instructions available on the Attorney General's web site.

✔ YOU MUST FILE PERIODIC WRITTEN REPORTS EACH YEAR

All charities registered with the Attorney General's Office must file the Annual Registration Renewal Fee Report (RRF-1) each year and, if applicable, submit required IRS Form 990 financial reports. Registration renewal fees are based on a sliding scale according to the charity's annual gross revenue. Forms and Instructions available on the Attorney General's web site.

✔ YOU MUST OBTAIN ATTORNEY GENERAL APPROVAL FOR SPECIFIC TRANSACTIONS

Charities must obtain Attorney General approval for loans to officers, conversions from nonprofit to for-profit status and dissolution of the public benefit corporation. Instructions available on the Attorney General's web site.

✔ CHECK FOR ATTORNEY GENERAL UPDATES

www.ag.ca.gov/charities/index.htm

Resources Available on the Attorney General's Charities Web Site

- Guide for California Charities
- Guide to the California Nonprofit Integrity Act of 2004
- Frequently Asked Questions
- Instructions for Registration/Reporting Forms for Charities
- Instructions for Registration/Reporting Forms for Fundraisers
- Instructions for Registration/Forms for Fundraising Counsels
- Instructions for Registration/Reporting Forms for Raffles
- Model Contract for Charities Using Commercial Fundraisers
- Guide For Dissolving A Charity
- Charities Search

Charities with Questions, Contact the Registry of Charitable Trusts (916) 445-2021 or use the e-mail form on the Attorney General's Charities web site

Printed on Post-Consumer Recycled Paper

Federal Tax Obligations of Non-Profit Corporations

Non-profit status may make an organization eligible for certain benefits, such as state sales, property, and income tax exemptions; however, this corporate status does not automatically grant exemption from federal income tax. To be tax exempt, most organizations must apply for recognition of exemption from the Internal Revenue Service to obtain a ruling or determination letter recognizing tax exemption.

Exemption as a charitable, educational, or religious organization under section 501(c)(3) is generally considered the most favorable status, because donations to 501(c)(3) organizations are tax deductible. To be exempt under that section, an organization must apply within 27 months after the end of the month in which it was created.

Although certain types of organizations are not required to apply for recognition of exemption, many do so in order to clarify their tax status. A user fee must accompany an exemption application. The IRS will not process an application until the user fee is paid.

Required Applications

Section 501(c)(3)organizations

- Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*
- Form SS-4, *Application for Employer Identification Number* (or apply for an EIN on-line at **www.irs.gov**; type "EIN" in the keyword box on any page)

Non-501(c)(3) organizations

- Form 1024, *Application for Recognition of Exemption Under Section 501(a) of the Internal Revenue Code*
- Form SS-4, *Application for Employer Identification Number* (or apply for an EIN on-line at **www.irs.gov**; type "EIN" in the keyword box on any page)
- Form 8718, *User Fee for Exempt Organization Determination Letter Request*

Help Available from the IRS

Publication 4220, *Applying for 501(c)(3) Tax-Exempt Status*

Publication 4221-NC, *Compliance Guide for Tax Exempt Organizations (other than 501(c)(3) Public Charities and Private Foundations)*

Publication 4221-PC, *Compliance Guide for 501(c)(3) Public Charities*

Publication 4221-PF, *Compliance Guide for 501(c)(3) Private Foundations*

Publication 4630, *Exempt Organizations Products and Services Navigator*

Publication 557, *Tax-Exempt Status for Your Organization*

Download forms and publications at **www.irs.gov**; or call **1-800-829-3676** (toll-free)

Charities and Nonprofits website: **www.irs.gov/eo**

- Life Cycles: web-based information tools to help tax-exempt organizations comply with requirements that occur throughout the life cycle of their organization
- **www.stayexempt.irs.org**: web-based training modules and mini-courses
- EO Update: free electronic newsletter with information for tax-exempt organizations and tax practitioners who represent them

TE/GE Customer Service: **(877) 829-5500** (toll free)

Applying for Federal Tax Exemption? New User Fees for 2010

An organization that applies for IRS recognition of its tax-exempt status must generally pay an application fee (sometimes called a *user fee*). These fees will increase for all applications for exemption (Forms 1023, 1024, and 1028) postmarked after January 3, 2010:

- $400 for organizations whose gross receipts are $10,000 or less annually over a 4-year period
- $850 for organizations whose gross receipts exceed $10,000 annually over a 4-year period
- $3,000 for group exemption letters.

A complete schedule of all IRS user fees was published in the annual procedure released in January 2010.

BYLAWS
OF
ONE PURPOSE SCHOOL, INC.

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is One Purpose School, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in San Francisco, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the One Purpose School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty (20), unless changed by amendments to these bylaws. The composition of the Board of Directors shall include at least one (1) parent/legal guardian of a student currently attending One Purpose School and at least one community member representing southeast San Francisco. It also may include representatives with expertise in: education, technology, law, government, business, finance/accounting, fundraising, facilities, public relations and other relevant disciplines. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. The initial Board of Directors is as follows:

NAME	EXPIRATION OF TERM
Scott Roberts	August 15, 2015
Mark Atkinson	August 15, 2015
Leslie Walker Burlock	August 15, 2015

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates

nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the parent representative to have at least one child enrolled in One Purpose School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.
[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the CEO, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the

Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the One Purpose School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the One Purpose School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on April 12, 2016; and that these bylaws have not been amended or modified since that date.

Executed on April 12, 2016 at San Francisco, California.

_____

Melissa Barnes Dholakia, Secretary

ONE PURPOSE SCHOOL, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., One Purpose School, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of One Purpose School, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., President, CFO/Treasurer, Secretary, etc.)
D. Chief Executive Officer
E. Principal of Charter School
F. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Contractor

[1] The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Appendix 7 - Health, Wellness, and Safety Plans

- OP Health and Safety Policies
- OP Safety Plan
- OP Uniform Complaint Policy

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ONEPURPOSE SCHOOL

Health and Safety Policies

This document contains a set of health and safety policies approved by OnePurpose School Board of Directors. The policies attached are as follows:

Fingerprinting and Background Checks

Tuberculin Examinations

Safe Facilities

Immunizations/Physical Exams

Communicable, Contagious, or Infectious Disease Prevention Policy

Administration of Medications

Drug- and Alcohol-Free Workplace

Smoke-Free Environment

First Aid, CPR, and Health Screening

Exposure Control Plan for Blood Borne Pathogens

Conditions for Classroom and School Visitation

School Safety

Fingerprinting and Background Checks

Fingerprinting

The OnePurpose School (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of OnePurpose School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of OnePurpose School, including the submission of fingerprints and an approval for OnePurpose School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

OnePurpose School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of an employee of OnePurpose School, prior to volunteering at OnePurpose School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

Additionally, OnePurpose School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless OnePurpose School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, OnePurpose School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of OnePurpose School personnel.

Procedures for Background Checks

The CEO or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the Treasurer of OnePurpose School will review. The CEO or designee shall monitor compliance with this policy and report to the OnePurpose School board on a quarterly basis.

Adopted: *pending board approval*

Amended:

School Safety

Tuberculin Examinations

1. No person shall be employed by OnePurpose School unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.

2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.

3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually. The cost of the follow-up exam for employees/volunteers is borne by OnePurpose School.

4. Once an employee/volunteer has a documented positive test for tuberculosis infection conducted pursuant to this policy, which has been followed by an X-ray of the lungs, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care.

5. The CEO or designee may exempt from tuberculosis testing requirements those employees/volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students.

6. After such examination each employee shall file a certificate with OnePurpose School from the examining physician showing the employee was examined and found free from active tuberculosis.

7. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, OnePurpose School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, OnePurpose School will pay toward the cost of the examination an amount equal to the rate charged by the physician designated by OnePurpose School.

8. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

9. Any child leaving the United States for a short vacation to a country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of tuberculosis exposure <u>must</u> call the County Tuberculosis Clinic for a tuberculosis screening upon return.

10. If the Board determines by resolution, after a public hearing, that the health of the pupils

in OnePurpose School would not be jeopardized thereby, this policy shall not apply to any OnePurpose School employee who files an affidavit stating that he or she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his or her knowledge and belief he or she is free from active tuberculosis. If at any time there should be probable cause to believe that the affiant is afflicted with active tuberculosis, he or she may be excluded from service until the governing board is satisfied that he or she is not so afflicted.

Adopted: *pending board approval*

Amended:

School Safety

Safe Facilities

OnePurpose School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which OnePurpose School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc. OnePurpose School rents facilities from San Francisco Unified through Prop 39. OP will report all facility and maintenance issues to SFUSD.

Adopted: *pending board approval*

Amended:

School Safety

Immunizations

Applicability

This policy applies to all applicants to OnePurpose School and OnePurpose School administrators in charge of admissions.

Immunizations

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

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. OnePurpose School requires written verification from a doctor or immunization clinic of the following immunizations:

a) Diphtheria.

b) Measles.

c) Mumps, except for children who have reached the age of seven years.

d) Pertussis (whooping cough), except for children who have reached the age of seven years. All rising students grade 7 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).

e) Poliomyelitis.

f) Rubella.

g) Tetanus.

h) Hepatitis B.

i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

The OnePurpose School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic.

Exceptions are allowed under the following conditions:

a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

b) A parent may request exemption of their child from immunization for personal beliefs.

c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Adopted: *pending board approval*

Amended:

School Safety

Communicable, Contagious, or Infectious Disease Prevention Policy

OnePurpose School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

OnePurpose School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Exposure Control Plan for Blood Borne Pathogens” Policy.)

Adopted: *pending board approval*

Amended:

School Safety

Administration of Medications

OnePurpose School staff is responsible for overseeing the administration of medication to students attending OnePurpose School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if OnePurpose School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, OnePurpose School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing OnePurpose School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, OnePurpose School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that OnePurpose School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at OnePurpose School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted: *pending board approval*

Amended:

Personnel

Drug and Alcohol-Free Workplace

OnePurpose School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug and alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, OnePurpose School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any school premise or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

OnePurpose School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of OnePurpose School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the the OnePurpose School Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Adopted: *pending board approval*

Amended:

Personnel

Smoke-Free Environment

OnePurpose School maintains a smoke-free environment.

Smoking is not allowed anywhere on OnePurpose School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted: *pending board approval*

Amended:

School Safety

First Aid, CPR, And Health Screening

The OnePurpose School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at OnePurpose School or during school-sponsored activities. To this end, OnePurpose School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the OnePurpose School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

OnePurpose School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

OnePurpose School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Diabetes

OnePurpose School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Head Lice

To prevent the spread of head lice infestations, OnePurpose School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted: *pending board approval*

Amended:

School Safety

Exposure Control Plan For Blood Borne Pathogens

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

The OnePurpose School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with OnePurpose School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in OnePurpose School's exposure determination may petition to be included in the OnePurpose School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted: *pending board approval*

Amended:

School Safety

Conditions for Classroom and School Visitation and Removal Policy

While the OnePurpose School encourages parents/guardians and interested members of the community to visit the OnePurpose School and view the educational program, OnePurpose School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the OnePurpose School has established the following procedures, pursuant to California Penal Code Section 627, *et seq*., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.

3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt OnePurpose School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Principal or designee or the OnePurpose School Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or designee or the Board President

within five days after the denial or revocation. The Principal or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal or designee shall be held within seven days after the Principal or designee receives the request. A hearing before the OnePurpose School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to OnePurpose School's grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Principal or designee.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the OnePurpose School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending OnePurpose School activities for any purpose for a period of three (3) years.

Adopted: *pending board approval*

Amended:

Comprehensive School Safety Plan

Anne Shibley, Principal
Dave Allen, Business Manager
948 Hollister Avenue,
San Francisco, CA 94110
415-657-0277

A meeting for public input was held on June 5, 2019

Plan Revised February 22, 2019
and June 6, 2019

Plan approved by OnePurpose School Board for review
June 12, 2019

This document is available for public inspection during regular business hours at 948 Hollister Avenue, San Francisco, CA 94124

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

OnePurpose School
Comprehensive School Safety Plan - Signature Page
2019 - 2020

The undersigned members of the OnePurpose School (Safety Committee or School-site Council) certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan

Principal (or Designee)	Date
Teacher Representative	Date
Parent	Date
Classified Employee	Date
Other	Date

School Site Mission

Our mission is to disrupt the cycle of poverty in San Francisco's highest-poverty communities by preparing students to go to and graduate from college.

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A. Child Abuse Reporting Procedures

OnePurpose School has an active role in caring for and seeking the safety of its student population. As an organization charged with the care and custody of minors, all employees are considered mandatory reporters if they either notice or are told of child abuse. OnePurpose takes this responsibility seriously and has set up the following training procedure:

With the passage of **AB 1432** in September, 2014, OnePurpose School is required to:

1. Annually train, using the **online training module** provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in **Penal Code 11165.7**, on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The training method and process used to assure compliance with **AB 1432** should be outlined in this section, in addition to the procedures your school uses for reporting cases of suspected child abuse or neglect.

Employees who have questions about OnePurpose School's Child Abuse Policy are welcome and encouraged with speak with their supervisor.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter 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 or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

B. Disaster Response Procedures

Included is the OnePurpose School Administrator Redbook. This guide is to be placed in every classroom, wellness center, and office of OnePurpose School and should be reviewed annually be all staff members to ensure comprehension.

Plans shall address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Administrator Redbook shall be reviewed annually by the OnePurpose School Safety Committee and must be approved each member.

Administrator’s

Redbook

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OATH OR AFFIRMATION

OnePurpose School School District – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the District, employees much take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

OnePurpose School School District - Board Policy 3516

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

2019-2020
OnePurpose School EMERGENCY PLAN

Governing Board

Pamela Mann, President
Christy Covalesky, Secretary
Sue Davenport, Treasurer
Dave Atkin
Mark Atkinson
Melissa Barnes-Dholakia
Stephen Davis
Peter Dworkin
Josh Elkes
Robert Greene
Lisa Gruber
Joi Jackson-Morgan
Lynne Martin
Linda Mayne
Ingrid Mezquita
Karen Rathman
Soctt Roberts
Kisha Zachary
David Zenoff

KEY DISTRICT EMERGENCY NUMBERS

School Office - 415-670-0690

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		**911**
LAW ENFORCEMENT		**Phone**
San Francisco Police Department (Non Emergency)		415-553-1021
Bayview Police Station		415-617-2300
FIRE		**Phone**
San Francisco Fire Department		415-558-3200
HOSPITALS	**Address**	**Phone**
Zuckerberg San Francisco General Hospital	1001 Potrero Avenue, San Francisco, CA 94110	415-206-8000
OTHER SERVICES		
Animal Control		415-554-6364
Poison Control		415-821-5265
S.F. City Environmental Health		415-252-3800
S.F. City Hazardous Materials and Waste		415-355-3700
S.F. City Public Health and Human Services		415-487-5500
S.F. Prepared		415-554-7500
Pacific Gas and Electric		800-743-5000
Sewer		311
Water		311

DISTRICT ADMINISTRATION/SITE LEADER PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Principal	Anne Shibley	415-657-0277	510-427-3293
Business Manager	Dave Allen	415-657-0277	415-670-0690
Development Associate	Joseph Steinberger	415-657-0277	415-975-1969

STAFF PHONE LIST

This information will be used only during a school emergency

Allen	David	Business Manager	614-832-5709
Anaya	Gabriel	Instructional Aide	408-449-6301
Breed	Jesse	PE Teacher	661-364-6833
Ia	Damanique	Instructional Aide	415-710-6052
Juarez	Lorena	Office Manager	805-377-7475
Kelly	Samantha	Teacher	617-999-5154
Meyers	Dylan	Teacher	707-450-7896
Ortiz	Sidney	Substitute Teacher	415-265-0998
Renton	Andrea	Teacher	626-632-0143
Sanchez-Martinez	Sofia	Teacher	925-202-4135
Shibley	Anne	Principal	415-828-7553
Slattengren	Heidy	Principal	510-427-3293
Steinberger	Joe	Development Manager	719-330-0868
Topete	Samantha	Instructional Aide	619-994-6461

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	● **When placing a 911 call: give your name, school name, and school address** ● **Give specific location of shooter, intruder, fire, hazardous material or other emergency** ● **Indicate location of Temporary School Situation Command Post**

Mass Notification to Parents	**During an emergency:** Contact Principal Anne Shibley for next steps. OnePurpose School uses the AllCall and Remind services to quickly notify families.
	After an emergency: Contact Principal Anne Shibley for next steps. OnePurpose School uses the AllCall and Remind services to quickly notify families.

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

OnePurpose School is equipped with the ACTIVATE system that all administrator
have been trained to use.

If no Internet service:

OnePurpose School is equipped with the ACTIVATE system that all administrator
have been trained to use.

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

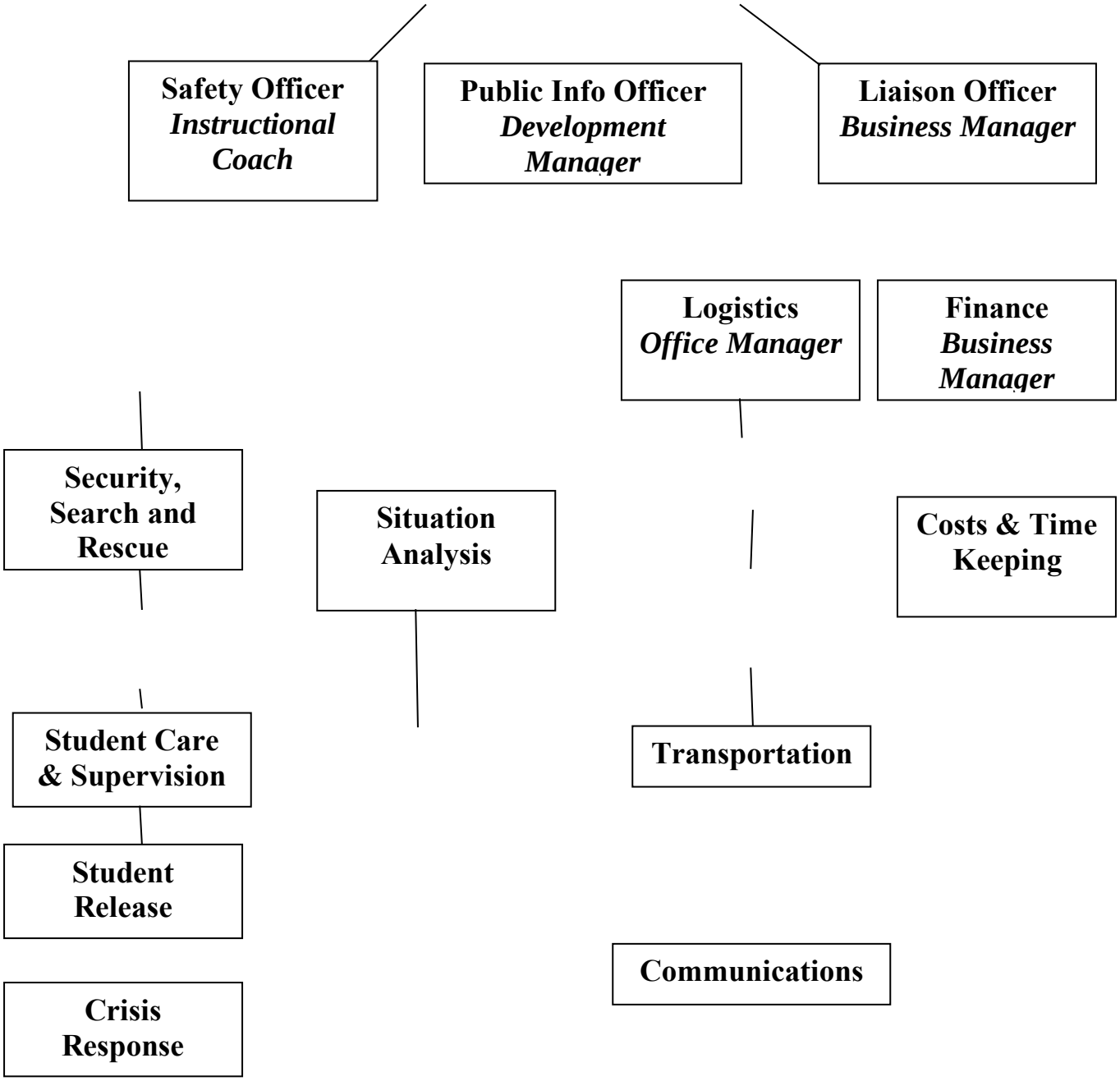
OnePurpose School is equipped with the ACTIVATE system that all administrator
have been trained to use.

List capability of backup power:

OnePurpose School has a backup generator located on site along with battery

packs for short term cell phone charging.

INCIDENT COMMAND
Incident Command System
Reference Only



INCIDENT COMMAND SYSTEM
School Site Assignments
Model Emergency Plan: Pages 24-34

Principal

Alternates

Public Information Officer

Liaison Officer

Office Manager

Operations

Office Manager

Logistics

Finance

Business Manager

OPERATIONS

Operations Chief

Business Manager

Security, Search and Rescue Team Members

Instructional Aides

Medical Team Members

K/1 teachers

Student Release Team Members

2nd grade teachers

Student Care and Supervision Team Members

3rd grade teachers

INCIDENT COMMAND STAGING LOCATIONS

(Model Emergency Plan: Page 28)

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	OnePurpose School	Gilman Park
Media Staging (PIO)	OnePurpose School	Candlestick Cove State Park
Security Team	OnePurpose School	Candlestick Cove State Park
Search & Rescue	OnePurpose School	Candlestick Cove State Park
Medical	OnePurpose School	Gilman Park
Student Care	OnePurpose School	Gilman Park
Student Release Area	OnePurpose School	Gilman Park
Emergency Vehicles	OnePurpose School	Candlestick Cove State Park

BUILDING INFORMATION

SCHOOL SITE	DOCUMENT DATE
OnePurpose School	03/07/2019

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	**Total main electrical shutoff?**			
Gas	**Total main gas shutoff?**			
Water	**Total main water shutoff?**			
Knox Box				

ALARM COMPANY INFORMATION

Company Name	SF Fire Department	
Office Phone	415-558-3200	
Emergency Phone	911	
Responsible Parties	Office Manager	Principal
Locations of Control Panels	Main Office	

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Main Office Medical Closet

INCIDENT COMMAND POST

PREPARATION:
Principal, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
    a. Emergency evacuation plan
    b. Evacuation Absence Lists
    c. Class lists to be updated each trimester
    d. ID tag
    e. Teacher name sign
    f. Pencil

2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
    a. Student lists with parent phone numbers (each trimester)
    b. Lists of students with special needs
    c. Lists of staff members and phone numbers (cell and home)

8. Each year in October, review and update emergency plan.

EMERGENCY:
Principal or designee:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel. (See “Immediate Steps”, page 4, #4)

SECURITY, SEARCH & RESCUE TEAM

Confer with PD and or FD incident command as to what they require with regard to sweeps.. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
    a. fire extinguishers
    b. central cut-off for water and electricity
    c. emergency supply/tool barrels

EMERGENCY:

1. Sweep teams should always defer to directions from emergency personnel.
2. Check in with Operations Section Leader for sweep area assignment and master keys.
3. Get a walkie-talkie from office staff, this is mandatory. Take all other supplies needed.
4. Initiate sweep of your designated area (see Sweep Map, page 32.)
5. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
6. Assigned areas will be explored visually, vocally, and physically.
7. Proceed as quietly as possible in order to hear calls for help.
8. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
9. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
10. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
11. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student “health logs” to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

TEACHER "BUDDY" LIST

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each others students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Sidney Ortiz	2		
Dylan Meyers	3	Andrea Renton	7
Sofia Sanchez	6	Samantha Kelly	5
		● will be updated in Fall '19	

Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name:_____

Duty Position:_____

DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check "Absent" if the student was absent at roll call.
- Check "No show" if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check "buddy teacher" below and indicate total number of students present at evacuation site.

☐ "Buddy Teacher" Total # of students present _____

TEACHER _____

☐ All students present and accounted for.

Student Name	Absent	No Show / Location?

*This page is to be revised annually.

EMERGENCY EVACUATION
SUPPORT PERSONNEL ABSENCE LIST

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)	Present at Evacuation Site	Absent	No show/ Location

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

Student's Name	Signature of Parent/Guardian	Date of Release	Time of Release

REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report

2018 - 2019

School: OnePurpose School

REQUIRED:

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Fire Drills (One each month)					Earthquake Duck and Cover Drills (Four annually)		
Month	Date	Time Conducted	Evacuation Time	Administrator Signature	Month/Date/Year	Time Conducted	Administrator Signature
August					1.		
Sept					2.		
October					3.		
Nov					4.		
Dec							
January							
February							
March							
April							
May							
June							

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO (Chad Owes) AT (Charter School Oversight Board):	
JANUARY 31, 2018	**JUNE 30, 2019**
_____ _____ Principal's Signature Date	_____ _____ Principal's Signature Date

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include:	Date of Drill
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Site Safety Specialist is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

   *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*		

Individual Student Emergency Procedures Plan		
Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*		

GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. ● Move students and staff into the school's permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor.

	✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY ACTION ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example:	"**Your attention please**. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR**. (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation**."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Allow anyone with access to call a lockdown. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time

- ❑ Requires that all exterior classroom / office doors are locked
- ❑ Requires that no one goes in or out for **any** reason
- ❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role.
- ❑ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:
"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately."
-REPEAT-

- ❑ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ❑ Designate assigned individual to lock all doors leading into administration building
- ❑ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ❑ Contact school resource officer or other security personnel and provide available information
- ❑ When able, alert main office
- ❑ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ❑ If students are out at break , recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately

- ❑ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- ❑ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- ❑ After the emergency has been neutralized, initiate **ALL CLEAR**
- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue class instruction or activity as normal
- ❑ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that response may elevate to **LOCKDOWN**
- ❑ Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

- ❑ Gather students together and organize into an orderly formation

- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location

- ❑ Proceed to on-campus shelter location as quickly as possible

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- ❑ Once inside, take attendance to ensure all present students are accounted for

- ❑ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students

- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status

- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne

contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

   Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Any adult on campus can call a shelter in place. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

❑ **EMERGENCY ACTION TAKE COVER**

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example:	**"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Enemy attack imminent**."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example:	**"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent**."

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example:	"**Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Explosion or threat of explosion
- Post earthquake

- Chemical accident

See next page for how to assist those with disabilities during an evacuation.
See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example:	"**Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher**."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.

- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION
The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Explosion or threat of explosion
- Post earthquake

- Chemical accident

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION.**
See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:	**"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure

EMERGENCY RESPONSE ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed. All staff should be empowered to call 911.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

EMERGENCY RESPONSE Active Shooter/Armed Assailant

IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:
The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.

When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, Guide for Developing High-Quality School Emergency Operations Plans, and Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students. **ANYONE on staff can call a lockdown.**
        - hear a sound that might be gunfire.
        - see something that looks like a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.

    c. **Be decisive.** Communicate your plan to your students and act quickly.

    d. **Call 911 and the School Office** as soon as it is safe to do so.

2. **Options:** ***Run, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do not evacuate unless you…
            - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            - **and** can visualize a route that will get your students and yourself safely off campus.
        - Don't carry anything with you.
            - Police may mistake an item in your hands as a weapon.
            - Leave everything behind.
        - If you encounter people along the way…

- Adults: Warn them and take them with if you can but don't stop if they refuse to come.
- Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
   - State the emergency: “I hear gunfire.” “I saw...”
     - Give information on people who are wounded.
   - Location of the assailant (if known):
   - Description of the assailant (if known):
   - Your precise location: “room __”
   - The number of children with you:

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

   - *Run* – If you encounter injured persons while you are trying to get out of danger…
     - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

   - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
     - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

   - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
     - If you’re intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
     - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
   - Immediately raise your hands in the air and display your open palms.
   - Don’t run up to officers or attempt to hug or talk to them.
   - Don’t talk unless they ask you a question.
   - Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely, but ANY staff member is able to call one. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the district office after you call 911.
- If possible assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- **Offsite Reunification**
    - The Operations Section should prepare an off-site evacuation site for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room by room basis.
        - Buses should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

EMERGENCY RESPONSE AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.

- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

EMERGENCY RESPONSE ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an “Epi” pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside**, EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.

- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing

- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

Remain calm/courteous.
Read phone's visual display.
Listen, don't interrupt.
Keep caller talking. Pretend hearing difficulty.
Notice details: background noises, voice description.
Ask: When? Where? What? How?
Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

_____
_____
_____
_____

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ **Female**
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ **Male**
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Other Information:

_____
_____

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

_____
_____
_____

Homeland Security

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building.

Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.

- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.

- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who

might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSE DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.

- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

EMERGENCY RESPONSE EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.

- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.

- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

EMERGENCY RESPONSE EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.

- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. 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 employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an 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. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

EMERGENCY RESPONSE FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station _____ for flood information.
- Notify District Superintendent of school status and action taken.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.

- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION.** Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation,** which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS - NOTE - Anyone on staff can call 911.

- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building. ANY staff member can initiate a lockdown.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

EMERGENCY RESPONSE INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN** or allow ANY staff member to initiate lockdown.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  "What can we do to make this better?'
  "I understand the problem, and I am concerned."
  "We need to work together on this problem."
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.

- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

EMERGENCY RESPONSE KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.

- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
    - Move students away from the area of abduction.

EMERGENCY RESPONSE

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number

  Do not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

EMERGENCY RESPONSE MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation. Obtain all pertinent descriptors and information first. Risk Factors include is the juvenile taking medications, recent traumas, etc.?
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.

- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE AIRPLANE OR MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION,** or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
-

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

EMERGENCY RESPONSE PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.

- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

EMERGENCY RESPONSE PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

EMERGENCY RESPONSE SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
  - vaginal, anal, or oral penetration
  - sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

EMERGENCY RESPONSE SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.

- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

EMERGENCY RESPONSE STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.

- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESPONSE SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

Stabilize individual
Assess risk
Determine services needed
Inform
Follow-up

EMERGENCY RESPONSE SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., “Personal”
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

EMERGENCY RESPONSE TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

EMERGENCY RESPONSE THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER.**
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.

- If circumstances and time allow, move students to closest suitable shelter. Location: _____
  Procedure for movement to shelter: _____
- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

EMERGENCY RESPONSE THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
   - High violence potential qualifies for arrest or hospitalization.
   - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation. Call mental health professionals for assistance.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE TSUNAMI

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.

- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.

- Return to school only if authorities advise it is safe to do so.

EMERGENCY RESPONSE UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____
Drinking Water: _____
Food Service: _____
Fire Suppression: _____
Other: _____

_____

B. Plan for Loss of Electricity

Ventilation: _____
Emergency Light: _____
Computers: _____
Other: _____

C. Plan for Loss of Natural Gas

Heat: _____
Food Service: _____
Other: _____

Suspension/Expulsion Policy
OnePurpose School

The Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.
Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s)).

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority
Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades TK-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.
No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)
Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Principal or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))
As required by law, the CEO or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades TK-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the CEO or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)
No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The CEO or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

The CEO or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by

the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the CEO or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students
http://www2.ed.gov/about/offices/list/oese/oshs

Approved June 2019
OnePurpose Board

Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. OnePurpose School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the OnePurpose School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

Harassment Discrimination and Retaliation Prevention

OnePurpose School is an equal opportunity employer. OnePurpose School is committed to providing a work environment free of harassment, discrimination, retaliation, and disrespectful or other unprofessional conduct based on:

- Race
- Religion (including religious dress and grooming practices)
- Color
- Sex/gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity/gender expression/transgender (including whether or not you are transitioning or have transitioned) and sexual orientation
- National origin
- Ancestry
- Physical or mental disability
- Medical condition
- Genetic information/characteristics
- Marital status/registered domestic partner status
- Age (40 and over)
- Sexual orientation
- Military or veteran status
- Any other basis protected by federal, state or local law or ordinance or regulation

OnePurpose School also prohibits discrimination, harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. In addition, the School prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates School policy.

Harassment Prevention

The School's policy prohibiting harassment applies to all persons involved in the operation of the School. The School prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors, managers and co-workers. The School's anti-harassment policy also applies to board members, vendors, customers, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and other persons with whom you come into contact while working.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in

return for sexual favors;

- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by sexual desire.

Prohibited harassment is not just sexual harassment, but harassment based on any protected category.

Non-Discrimination

The School is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in School operations. The School prohibits unlawful discrimination against any job applicant, employee or unpaid intern by any employee of the School, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex or between employees of another race or ethnicity performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, OnePurpose School is not obligated to disclose the wages of other employees.

Anti-Retaliation

The School will not retaliate against you for filing a complaint or participating in any workplace investigation or complaint process, and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship,

the School will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, bring your complaint to your first to your supervisor as soon as possible after the incident. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the Principal. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. If you think you have been harassed or discriminated against or that you have been retaliated against for resisting, complaining or participating in an investigation, you may file a complaint with the appropriate agency. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the Business Manager of the School so the School can try to resolve the complaint.

When the School receives allegations of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The School will reach reasonable conclusions based on the evidence collected.

The School will maintain confidentiality to the extent possible. However, the School cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the School determines that harassment, discrimination, retaliation or other prohibited conduct has occurred; appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The School also will take appropriate action to deter future misconduct.

Any employee determined by the School to be responsible for harassment, discrimination,

retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Updated June 2018

OnePurpose Board

Dress/Appearance Standards:

Students shall dress appropriately for daily attendance at school. Students are expected to be in uniform every day. If special circumstances in adhering to this policy should arise, please contact the school's principal for assistance. The type and style of clothing (except for schools with uniforms) and hairdo are individual and personal. The school shall be concerned only when these are extreme and could cause school distraction or disruption or be unsafe.

Examples of inappropriate clothing include:

- garments where the torso is exposed, i.e., tube tops, half shirts, halters.

- clothing or buttons which show obscene words or pictures, or sexually suggestive statement.
- clothing related to juvenile gang-related activities.
- garments where the entire thigh is exposed, such as micro minis or short shorts.
- bathing suits or cut-offs.
- the wearing and carrying of tobacco promotional items, or the wearing and carrying of items promoting controlled substances (illegal drugs) and/or alcohol,
- sagging pants (where undergarment is exposed).

There shall be no restriction on student head coverings worn for religious purpose; and students shall be permitted to wear head coverings in the schools' outdoor spaces, as required by state law.

Approved by OnePurpose Board
September 2015

Insert ingress/egrees here

Insert ingress/egrees here

Insert ingress/egrees here

OnePurpose School

Positive School Climate Policy

The OP Board believes strongly in creating a District-wide, positive, relationship-based culture that is supportive of all members of OP that is grounded in Restorative Practices, Positive Behavior Interventions and Supports, and Trauma-Informed Practices.

OP is committed to addressing disproportionality and disparities in the issuance of office referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instructional time, and taking affirmative steps to support its school site leadership, teachers, staff, and parents to support students in the classroom.
OP has taken a strong and proactive role in its commitment to addressing disproportionality in suspension and expulsion rates through its schoolwide plans to address culture, behavior management and discipline.

OP recognizes that California law provides that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to

bring about proper conduct and/or safety is at risk, and provides alternatives to suspension that are age- appropriate and designed to address and correct the student's specific misconduct.

OP recognizes that it is annually required to develop and adopt a three-year Local Control and Accountability Plan (LCAP), which shall include: (1) baseline data on the current suspension and expulsion rates disaggregated for all pupils and subgroups, (2) annual goals to reduce such rates, and (3) the specific actions and funding tied to improved services and supports to meet the goals. The California School Dashboard now measures suspensions as part of the accountability system designed to assist in identifying strengths, weaknesses, and areas in need of improvement. In order to effectively reduce the number of out-of-classroom referrals and suspensions now, it is imperative to provide targeted support that empowers teachers to employ effective instructional and classroom management tools that can be exhausted before referring a child out of the classroom.

The OP Board has established this policy and an implementation plan, hereafter known as the Positive School Climate Policy, to reduce all exclusionary disciplinary processes, deepen and extend positive tiered behavioral interventions and alternatives to suspension, increase instructional time, and reduce racial disparities as follows:

Full Implementation of Restorative Practices (RP):

Develop a policy and implementation plan for the roll out of Restorative Practices (RP) and a schoolwide Positive Behavior Plan.

The plan shall:

- Ensure that RP/PBIS supports, including training and professional development, are available to all staff
- Identify resources and staffing needed to move towards full implementation, including identifying the roles and responsibilities of staff who are helping to implement alternatives to suspension
- Include steps to ensure that positive behavior and restorative practices are embraced, modeled and reinforced
- Include trauma-informed practices and behavior de-escalation support.

For Restorative Practices, the plan shall include, but not be limited to the following:

- Implement principles and processes throughout the school community that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred
- Consistently spend time building trusting relationships among students, staff, and family communities both schoolwide and within the classroom.

Data-Based and Data-Driven Decision Making: The implementation plan shall include regularly collecting and analyzing discipline data and sharing it with the school community to inform disciplinary practices and procedures.

Every student who is suspended from school shall receive a reentry conference and an intervention plan to be developed with the student and guardian/parent(s) that shall include clear documented behavioral and academic expectations for the student, and any additional services or support that school staff will provide to assist the student in meeting those expectations. A parent/guardian's failure to participate shall not prevent the student from

returning to school after the suspension, nor will it prevent the school and student from holding the conference or developing the intervention plan.

Specify positive interventions for suspended students:

- Ensure that if a teacher suspends pursuant to California Education Code Section 48910, consistent in-school options are available with appropriately credentialed intensive supervision, behavioral counseling, and completion of schoolwork as required by Education Code 48911.1, is provided for the duration of the suspension by teacher from class.
- For “out-of-school suspension,” to the extent feasible, seek out alternative locations and providers for the suspension so a student is not left to stay at home. Develop strategies to ensure students serving suspensions have the tools to remain current with assignments and classroom lessons.

OnePurpose School
School Discipline Rules

Discipline Flow Chart

If:	Then:

- a student demonstrates sexualize behavior (bx)
 	
What could this be?
- hands down pants (individual or other)
- exposing private areas
- talking about sexualized bx
- acting out sexualized bx
- engaging/encouraging peers to exhibit sexualized bx
	Teacher/Staff:
	
	1st: Check in with self. Am I in the space to support?
	
	DO
	● stay calm and be curious
	● engage student in 1:1 private conversation
	● speak to student in a non-judgemental manner
	● ask open ended questions
	  ○ "I saw this happen, what was going on for you?"
	● do keep the chain of communication short
	● (if others were involved) interview students 1:1
	DON'T
	● ask leading questions
	  ○ "Did you "_____?"
	● ask the student in front of other students
	● engage if you know you don't have the time/space
	● threaten with consequence or punishment
	
	Note: If you don't have the capacity at the time or need more support to complete these follow ups thoroughly reach out to admin & clinicians.
	
	Action Steps:
	1. text admin to notify or if you are requesting collaborative support
	2. gather reports
	3. potential separation of students
	4. follow up by end of day (admin & stakeholders involved with students case)
	5. action plan created within 24 hours
	
	Potential Outcomes:
	● parent/teacher admin meeting
	● creation of a safety plan
	● referrals (outside or on site)

Non-Negotiables	
- a student runs out of the school building	Teacher/Staff: 1. in class teachers shows negative on in class bx program 2. in class teacher completes BDR by end of day Students: 1. 5 minute (as needed) cool down time outside of class or in wellness

	2. complete 3 minute time out (not engaging with staff and following expectations) 3. reflect/talk out the incident with staff 4. define/label consequence *missing ALL of recess or exploration* (depending on time of day) - during this time complete any missed classwork 5. re-integrate back into the classroom once tasks are completed
- major disruption	Teacher/Staff: 1. in class teacher shows negative on in class bx program 2. in class teacher completes BDR by end of day 3. teacher or person involved in incident calls home ***at the end of the day*** to inform parent/guardian Students: 1. student is redirected outside of the classroom 2. 5 minute (as needed) cool down time outside of class or in wellness 3. complete 3 minute time out (not engaging with staff and following expectations) 4. reflect/talk out the incident with staff 5. define/label consequences - *missing ALL of recess or exploration* - * clean up task as needed - * missed classwork from disruption - *taking responsibility in front of the class 6. re-integrate back into the classroom once tasks are completed
- physical aggression (fighting) (intent to harm other students)	Teacher/Staff: 1. in class teacher shows negative on in class bx program 2. in class teacher completes BDR by end of day 3. administration calls home within an hour of the incident to inform parents/guardians Students: 1. student is redirected outside of the classroom 2. 5 minute (as needed) cool down time outside of class or in wellness 3. complete 3 minute time out *(not engaging with staff and following expectations)* 4. reflect/talk out the incident with staff 5. define/label consequence - *missing ALL of recess or exploration* - *conflict resolution with peer or staff * - in-school suspension in front office ½ day (with missed classwork to complete) 6. re-integrate back into the classroom once tasks/time are completed

	note: if a student hits a teacher and it was unprovoked, principal and teacher will collaborate to determine “out of school suspension” ● final determination will come from principal

OnePurpose School

Minor Behaviors	Minor Behaviors	Major Behaviors	NON-NEGOTIABLES
Student is … - demonstrating off-task behavior and not completing work expectations (individually or within small groups) - difficulties maintaining a calm body within the classroom (not sitting in SLANT or within carpet square, not walking with purpose during transitions) - refusing to join the group – within the classroom (provide option to cool down space or group - if student continues to refuse - clip change)	Student is … - talking while you or others are talking - walking away while you're speaking to him/her – within the classroom - calling another student a name - not following directions the first time asked - accidentally cursing - disruption while in line - shooting fake guns - throwing school supplies in class (i.e. paper, pencils)	Student is … - repetitively putting down other students - flipping off another student or staff (you witness) - using inappropriate (hate) language - fake fighting - visibly damaging school property (you witness) - stealing from others - making threats against any staff member or another student - Walking out of class without permission	Student is … - running out of building - major disruption in the classroom (throwing large objects that have the potential to harm others, running around the classroom, screaming loudly within the classroom setting, pulling fire alarm) - being physically aggressive **with the intent to harm** (hitting, kicking, spitting) at any staff member or another student (unprompted)
INTERVENTIONS	**INTERVENTIONS**	**INTERVENTIONS**	**INTERVENTIONS**
- ask student to try a "do-over" - verbal or non-verbal prompt/remind student of classroom expectations - encourage student to stay on task - praise other students who are	- *continue to utilize interventions from "uh-oh"* - encourage student to utilize their "Toolbox" - provide student the option to "take a break" - validate feelings of frustration from (clip drop)	- *continue to utilize interventions from "uh-oh" and "no-no"* - support staff: provide 1:1 support to student (if needed) - provide proximity - provide clear and limited options (maximum 2)	- *continue to utilize interventions from "uh-oh", "no-no" and "serious"*

following expectations - model classroom expectations for student - validate students feelings - remind student of classroom **+** incentives			
CONSEQUENCES	**CONSEQUENCES**	**CONSEQUENCES**	**CONSEQUENCES**
- if student continues behavior they earn a negative on classroom bx system - if student is not remaining on task (continue to hold accountability procedures)	- if student continues behavior they earn a negative on classroom bx system - if student is not remaining on task (continue to hold accountability procedures) - check in (if needed) - direct to Wellness Center (if needed)	- automatic change on classroom bx system - facilitated check in (as needed) ***Staff COMPLETE OFFICE REFERRAL FORM by the end the of the day (for "minor behavior")****	**Student asked to leave the classroom immediately for next steps** ***Staff COMPLETE BDR by End of Day**** - immediate direction outside of the classroom - option to "cool down" before timeout - 3 minute timeout - facilitated check in (as needed) - reflection sheet / discussion with staff - additional consequences (see flow chart) - parent/guardian should be contacted at the end of the day (see flow chart)

Hate Crime Policy

The Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigration status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The CEO or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with school complaint procedures.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incidents to a teacher, the principal, or other staff member.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, principal or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. OP shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The CEO or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

OP shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

Safe / Drug Free School

The OnePurpose School recognizes that the misuse of drugs, alcohol, tobacco, e-cigarettes, vaporizers, and/or other illegal substances is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing, selling, use and/or possession of alcoholic beverages, tobacco products, e-cigarettes or vaporizers, illegal drugs, counterfeit and designer drugs, and/or paraphernalia for the use of such drugs, or the unauthorized use or misuse of prescription or over-the-counter drugs, is prohibited at any school-sponsored function or on school grounds and on school transportation at all times.

Students are not permitted to be under the influence of alcohol or other prohibited substances on school grounds or at school-sponsored functions.

“Tobacco” is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spit-less tobacco and any other smoking or tobacco product (including smokeless, dip, chew, snus and/or snuff) in any form. “E-cigarette” is defined to include an electronic cigarette or an e-cigarette, any refill, cartridges and/or any other component of an electronic or e-cigarette (collectively known as an “e-cigarette”). “Vaporizer” is defined to include vaporizers or any other products containing nicotine (collectively known as a “vaporizer”) except for current FDA-approved smoking cessation products.

Off School Grounds

A “school-sponsored function” includes a school sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place.

Smoking is not permitted and no person may smoke within one hundred (100) feet of the entrance, exits or outdoor areas of any public or private elementary or secondary schools.

Disciplinary Measures

Disciplinary measures for students consuming, sharing, selling, using and/or possessing alcoholic beverages, tobacco products, e-cigarettes or vaporizers, illegal drugs, counterfeit and designer drugs, and/or paraphernalia for the use of such drugs, or for the unauthorized use or misuse of prescription or over-the-counter drugs, or being under the influence of alcohol or other prohibited substance, are outlined in OnePurpose School’s Site Safety Plan.

OnePurpose School
Bullying Prevention Policies & Procedures

Bullying Policy

OnePurpose School is committed to providing all students with a safe educational environment in which all members of the school community are treated with dignity and respect and are free from harassment, intimidation or bullying. Bullying and harassment of students by students, school employees, volunteers and visitors will not be tolerated at OP. The school will not tolerate bullying or any behavior that infringes on the safety or well-being of students, staff or any other persons within the school's jurisdiction whether directed at an individual or group. OP prohibits harassment, bullying, hazing, or any other victimization based on but not limited to any of the following actual or perceived traits or characteristics: age, color, creed, actual or perceived national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, immigration status, or familial status.

OP expects students and/or staff to immediately report incidents to an administrator. A staff member who witnesses such acts will take immediate steps to intervene when safe to do so. Each complaint of bullying or harassment shall be promptly investigated. This policy applies to students at the school office, learning center, testing sites, and during a school-sponsored activity. OP and its students, parent/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, OP has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. These policies and procedures must be disseminated annually to staff, students, and parents/guardians.

Parent-teachers should discuss this policy with their students in age-appropriate ways and assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to an administrator.
- Students can reply on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. The school system prohibits retaliatory behavior against any complainant or any participate in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students, and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the Parent/Student Handbook and/or information packet, as part of new school orientation, and as part of the school system's notification to parents.
- OP will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a student in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

Reporting Violations of this Policy

The Principal shall be responsible for receiving complaints alleging violations of this policy. All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow school procedures for reporting alleged acts of bullying and take all necessary action to protect the victim of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report, in writing, any act that may be a violation of this policy. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected. Students and staff are expected to report all incidents of bullying, teasing, or other verbal or physical abuse. Any students' who feel she/he is a victim of such behavior should immediately contact a teacher, counselor, administrator, or staff person. If the student who was bullied believes the situation has not been remedied, he/she may file a complaint in accordance with OP procedures. Students are to be informed annually of the process by which they may make a report of bullying or harassment.

Students who are victims of hate crimes have a right to report such crimes to the proper authorities.

Retaliation is Prohibited

Retaliation against a student because the student has filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is also prohibited. Students who knowingly file false bullying or harassment complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

Confidentiality

An allegation of bullying that involves sexual harassment, and the results of an investigation, shall be kept confidential to the extent reasonably possible. Immigration status of those involved in an incident shall also remain confidential except as required by law.

Explanation of Terms

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, as defined, including but not limited to sexual harassment, hate violence or harassment, threats or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil, as defined, in fear of harm to that pupil's or those pupil's person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by a school.

Reasonable student means a pupil including, but not limited to, an exceptional needs student, who exercises average care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Examples of bullying may include but are not necessarily limited to the following:

Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.

Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.

Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, "pantsing", pinching, slapping, biting, spitting, or destroying property.

Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Cyber Bullying is defined as:

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

The following is intended to provide guidance to assist staff and students in identifying bias-based behavior:

1. Citizenship/Immigration Status: actual or perceived immigration status or status as a citizen of a country other than the United States of America.

2. Disability: actual or perceived disability, or history of disability. The term "disability" applies to a person who (1) has a physical, emotional or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, (3) is regarded as having such impairment. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.
3. Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbears may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.
4. Gender: actual or perceived gender, pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment. Race/Color: actual or perceived race or color.
5. Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion)
6. Sexual Orientation: actual or perceived sexual orientation. The term sexual orientation means heterosexuality, homosexuality, bisexuality or transgender identity.

Approved by OnePurpose Board

June 2019

ONEPURPOSE SCHOOL UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The One Purpose School ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group, including actual or perceived discrimination, on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

(3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hertzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The following compliance officer(s) may receive and investigate complaints and to ensure the Charter School's compliance with law:

Antonio Tapia, Principal
One Purpose School
948 Hollister Avenue
San Francisco, CA 94124

Daniel McLaughlin, CEO
One Purpose School
948 Hollister Avenue
San Francisco, CA 94124

The Principal, CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal, CEO or designee.

Notifications

The Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

    d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the Charter School's decision; and

    e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

OPTION 2:

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For discrimination complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Appendix 8 - Student Recruitment, Admissions, and Enrollment

- OP Recruitment Plan
- OP Recruitment Flyers - English and Spanish
- OP Application Form - English and Spanish
- OP Enrollment Forms

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	GOAL / DECISION POINT	RESULT 2019-20
Overall	***200 Total Applications by March 1*** ***All new students registered by EO May***	
1-Sep	Launch Enrollment!	
30-Sep	35 total apps, 25 total K apps	
31-Oct	70 total apps, 50 total K apps	
30-Nov	120 total apps, 90 total K apps	
31-Dec	160 total apps, 120 total K apps	
31-Jan	210 total apps, 160 total K apps	
29-Feb	250 total apps, 200 total K apps	
3-Mar	Enrollment Lottery	
31-Mar	Deadline to enroll	
30-May	Registration paperwork received for all new families	
ACTION PLAN		
Date	**Action**	
2-Sept	SWAG ready and ordered for enrollment (hiring) season	
5-Sep	Create new form on HubSpot	
8-Sep	Signup for texting	
9-Sep	Revise enrollment marketing materials (MP Profile, Trifold, Signage)	
16-Sept	Initial outreach to main enrollment contacts	
24-Sept	Prepare Enrollment Station Materials *See Enrollment Station Plan and Materials	
11-Oct	Flyering in the community	
15-Oct	Prepare materials for open house event	
12-Nov	Mission Neighborhood Centers Enrollment Fair	
20-Nov	November Open House	
December	Faces SF Enrollment Night	
December	Charter School Enrollment Fair	
17-Dec	December Open House	
1-Feb	February Open House	
	Second round of outreach/flyering to pre-schools and community orgs	
27-Feb	February Open House	
3-Feb	Design lottery postcards	
16-Feb	Prepare registration materials	

	GOAL / DECISION POINT	RESULT 2019-20
17-Feb	Mailed notice to families about enrollment lottery	
24-Feb	Text message reminder sent to all familes about lottery	
1-Mar	Enrollment Deadline	
3-Mar	Enrollment Lottery	
4-Mar	Text message to all families about lottery results. Waitlist and acceptance letters mailed	
31-Mar	Deadline to enroll at OP	
1-Apr	Add all new parents to email list	
1-Jul	New family orientation	

Building a great future for your child begins now

OnePurpose School is enrolling students in Transitional Kindergarten and Kindergarten for the 2019–20 school year!

An excellent program for your child:

- Engaging curriculum emphasizing literacy, math, social skills, and project-based learning
- Free before-school and after-school care
- Three free meals per day
- 9:1 student to faculty ratio

For more information text "info" to 415-735-4149

OnePurpose School is a free public charter elementary school located in the Bayview, serving students since 2015.

OnePurpose School

948 Hollister Avenue San Francisco, CA 94124
www.onepurposeschool.org

La construccion de un gran futuro para su hijo/a comienza ahora

¡La escuela OnePurpose esta inscribiendo a estudiantes en kinder transicional y kinder para el año escolar 2019–20!

Un excelente programa para su hijo/a:

- Plan de estudios que enfatiza la alfabetizacion, las matematicas, las habilidades sociales y el aprendizaje basado en proyectos.
- Atencion gratuita antes y despues de la escuela.
- Tres comidas gratuitas por dia.
- Proporcion de alumnos por profesor de 9:1.

Para mas informacion envie el texto 'info' al 415-735-4149

OnePurpose es una escuela primaria publica y gratuita ubicada en Bayview, que presta servicios a estudiantes desde 2015.

OnePurpose School

948 Hollister Avenue San Francisco, CA 94124
www.onepurposeschool.org

STUDENT APPLICATION FOR THE 2020-2021 SCHOOL YEAR

OnePurpose School (OP) is a free, public charter school, located in San Francisco. OP is now accepting applications for Transitional Kindergarten (TK), Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade and 5th grade.

STUDENT INFORMATION

Student's FIRST Name: _____ Student's LAST Name: _____

Student's DOB: _____ Gender: M ____ F ____ Grade entering in Fall 2020: **TK/K/1st/2nd/3rd/4th/5th**

Student's Primary Address: _____ _____ _____
Street *City* *code*

Does this student have a brother or sister also applying to OnePurpose School? _____ Yes _____ No

If yes, please list name(s) here:_____

If your child attended a school prior to OP, please list here: _____

PARENT/ GUARDIAN INFORMATION

Name of Primary Parent/ Guardian that child resides with: _____
Relationship: ☐ *Mother* ☐ *Father* ☐ *Guardian* ☐ *Other*: _____

Please list second parent/guardian: _____
Relationship: ☐ *Mother* ☐ *Father* ☐ *Guardian* ☐ *Other*: _____

Phone number #1: _____ Phone number #2: _____
Circle: *cell/home/work* Circle: *cell/home/work*

Parent's/Guardian's primary e-mail address: _____

Best method to contact (please check one): _____ Phone _____ E-mail
Desired language of communication: _____ English _____ Spanish
How did you hear about us?_____

CONTACT INFORMATION

Mail or drop off completed application to the address below:

948 Hollister Avenue, San Francisco, CA 94124
www.onepurposeschool.org Phone: (415) 975-1969

If you have any questions, please contact Joe Steinberger | joe@onepurposeschool.org

AGREEMENT

I certify that all the answers given in this application are true, accurate and complete.

_____ _____ _____
Parent/Guardian Name Signature Date

OnePurpose School

APLICACIÓN PARA EL AÑO ESCOLAR 2020–2021

OnePurpose (OP) es una escuela pública y gratuita en San Francisco. OP está aceptando aplicaciones para Kínder de Transición (TK), Kínder, primer grado, segundo grado, tercer grado, cuarto grado y quinto grado.

INFORMACIÓN DEL ESTUDIANTE

Primer Nombre del Estudiante: _____ Apellido del Estudiante: _____

Fecha de Nacimiento: _____Genero: M ____ F ____ Grado Entrando en Agosto 2020: **TK/K/1/2/3/4/5**

Domicilio: _____ _____ _____
Calle *Ciudad* *Código Postal*

Su estudiante tiene un hermano o una hermana que está aplicando con OP? _____ Sí _____ No
Si tiene hermana(o), indique aquí:_____
Si su hijo asistió a otra escuela antes de OP, indique aquí: _____

INFORMACIÓN DE PADRES Y/O TUTORES

Nombre del padre primaria/tutor que reside con el estudiante:_____
Relación: ☐ *Madre* ☐ *Padre* ☐ *Tutor* ☐ *Otro*: _____

Segundo padre/tutor: _____
Relación: ☐ *Madre* ☐ *Padre* ☐ *Tutor* ☐ *Otro*: _____

Número de teléfono #1:_____ Número de teléfono #2: _____

Correo Electrónico de primero padre/tutor: _____

Mejor manera de contacto: _____ Teléfono _____ Correo Electrónico
Idioma deseado de comunicación: _____ Inglés _____ Español
¿Cómo se enteró de nosotros? _____

INFORMACIÓN DE CONTACTO

Envía o entrega la aplicación completa a:

948 Hollister Avenue, San Francisco, CA 94124
www.onepurposeschool.org | Teléfono: 415 657-0277
Si usted tiene alguna pregunta, por favor llame a Joe Steinberger
joe@onepurposeschool.org

CONTRATO

Yo certifico que todas las respuestas que he provenido en esta aplicación son correctas, verdaderas y completas.

_____ _____ _____
Nombre de padre/tutor Firma Fecha

OnePurpose School

Student Enrollment Form
Tarjeta de Matricula

Please Print / *Escriba Con Letra De Molde*

STUDENT'S LEGAL NAME (SAME AS BIRTH CERTIFICATE) / *NOMBRE LEGAL DEL ESTUDIANTE*

Last: *Apellido Paterno:*	First: *Nombre:*	Middle: *Segundo Nombre:*

FOR OFFICE USE ONLY / *PARA USO EXCLUSIVO DE ESTA OFICINA*

Local ID #:	TEA/PBMS ID #:		Ctrl #:	Elig Code:	School Year:
Entry Date:	Campus:		Teacher/Counselor:	Sorted Straight Alpha:	
Bus #:	Room #:	Transfer Code:	Withdrawal Date:	Moving To:	

STUDENT INFORMATION / *INFORMACIÓN DEL ESTUDIANTE*

Birth Date / *Fecha de Nacimiento:*	Sex: / *Sexo:* ❍ M ❍ F	Age / *Edad:*	Grade / *Grado:*

PLEASE ANSWER BOTH PARTS OF THE FOLLOWING QUESTIONS ON THE STUDENT'S ETHNICITY AND RACE
POR FAVOR RESPONDA AMBAS PARTES DE LA SIGUIENTE PREGUNTA DE ETNICIDAD Y RAZA

PART ONE / *PARTE UNO*: Student's ETHNICITY (must select one) / *ETNICIDAD del estudiante (debe selecionar una)*

❍ Hispanic/Latino / *Hispano/Latino* ❍ Not Hispanic/Latino / *No Hispano/Latino*

PART TWO / *PARTE DOS*: Student's RACE (must select one or more) / *RAZA del estudiante (debe selecionar una o mas)*

❍ American Indian or Alaska Native / *Indio Americano o Nativo de Alaska* ❍ Asian / *Asiático* ❍ White / *Blanco*
❍ Black or African American / *Negro o Americano Africano* ❍ Native Hawaiian or Pacific Islander/ *Nativo de Hawal ú Otras Islas del Pacífico*

Place of Birth / *Lugar de Nacimiento:* _____
Country of Birth / *País de Nacimiento:* ❍ United States / *Estados Unidos* ❍ Other / *Otro* _____
If other, how long have you resided In the US? / *En caso de otro país, ¿cuanto tiene residiendo en US?* _____

Parent/Guardian 1 / *Padre/Tutor 1*

First Name / *Nombre:*	MI/*I*:	Last Name / *Apellido:*	Relationship to Student: *Parentezco con Estudiante:*	Date of Birth / *Fecha de Nacimiento:*

Street # / *# de Calle*	Street Name / *Nombre de Calle*	Apt # / *# Apt:*	City / *Ciudad:*	State / *Estado:*	Zip / *Código Postal:*

Home Phone / *Teléfono de Casa:*	Work Phone / *Teléfono del Trabajo:*	Cell Phone / *Teléfono Celular:*	Employer / *Empleador:*

How long at this address? *¿Cuanto tiempo en esta direccíon?*	E-Mail Address / *Dirección de e-mail:*	Resides with Student? ❍ Yes / Sí ¿Vive con estudiante? ❍ No / No

Parent/Guardian 2 / *Padre/Tutor 2*

First Name / *Nombre:*	MI/*I*:	Last Name / *Apellido:*	Relationship to Student: *Parentezco con Estudiante:*	Date of Birth / *Fecha de Nacimiento:*

Street # / *# de Calle*	Street Name / *Nombre de Calle*	Apt # / *# Apt:*	City / *Ciudad:*	State / *Estado:*	Zip / *Código Postal:*

Home Phone / *Teléfono de Casa:*	Work Phone / *Teléfono del Trabajo:*	Cell Phone / *Teléfono Celular:*	Employer / *Empleador:*

How long at this address? *¿Cuanto tiempo en esta direccíon?*	E-Mail Address / *Correo Electronico:*	Resides with Student? ❍ Yes / Sí *¿Vive con estudiante?* ❍ No / No

OnePurpose School

Student Enrollment Form
Tarjeta de Matricula

PRIMARY EMERGENCY CONTACT (OTHER THAN PARENTS LISTED ABOVE)
CONTACTOS DO EMERGENCIA (MENCIONADOS DE ARRIBA)

Name / *Nombre:*	Phone # / *# Teléfono:*	Authorized to pick up from school? *¿Se le autoriza para recoger al estudiante?*
		❍ Yes / *Sí* ❍ No / *No*
		❍ Yes / *Sí* ❍ No / *No*
		❍ Yes / *Sí* ❍ No / *No*
		❍ Yes / *Sí* ❍ No / *No'*
		❍ Yes / *Sí* ❍ No / *No'*

ADDITIONAL INFORMATION / *INFORMACIÓN ADICIONAL*
Last School Attended / *Última Escuela que Asistió*

Name / *Nombre:*	City / *Cuidad:*	State / *Estado:*	Grade Level / *# Grado:*	Date Started / *Fecha Empezada:*	To Date / *Hasta:*

BROTHERS AND SISTERS ATTENDING SFUSD SCHOOLS / *HERMANOS Y HERMANAS QUE ASISTEN A LAS ESCUELAS DE SFUSD*

Last Name / *Apellido Paternal:*	First Name / *Nombre:*	MI / *I:*	School / *Escuela:*	Date of Birth / *Fecha de Nacimiento:*		
				Month / *Mes*	Day / *Día*	Year / *Año*

STATISTICAL INFORMATION / *INFORMACIÓN ESTADISTICA*

What is the primary language spoken at home? / *¿Cual es el idioma principal que se habla en la casa?* _____

Is your child a native English speaker or an English learner? / *¿Es su hijo un hablante nativo de Inglés o Inglés principiante?*

_____

Please list each guardian's highest level of education. Leave blank if you decline to answer.
Por favor escriba el mas alto nivel de la educación. Dejar en blanco si usted no desea contestar.

Mother/Guardian 1 / *Mamá/Guardián 1:* _____

Father/Guardian 2 / *Papá/Guardián 2:* _____

Please mark any additional government programs that apply / *Por favor marque todos las programas gubemamentales que se aplican:*
❍ CalFresh (SNAP) ❍ (TANF) SSVSSP ❍ Medical ❍ CalWorks

OnePurpose School

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The California Longitudinal Pupil Achievement Data System (CALPADS) is requesting that parents provide the following information. OnePurpose School takes your privacy very seriously and any identifying information will remain confidential.

Date: _____ Child's Name: _____

Guardian 1 Name: _____ Guardian 2 Name: _____

What is your highest level of education?

____ Less than high school
____ High school diploma
____ Some college
____ Bachelor's degree
____ Advanced degree

What is your highest level of education?

____ Less than high school
____ High school diploma
____ Some college
____ Bachelor's degree
____ Advanced degree

Do you and your child have permanent housing? ____ Yes ____ No

Are you a displaced homemaker? ____ Yes ____ No

Are you a single parent? ____ Yes ____ No

Could you please tell us how you learned about OnePurpose School?

- ☐ Good Samaritan
- ☐ Mission Neighborhood Centers
- ☐ Faces SF
- ☐ Wu-Yee
- ☐ EOC
- ☐ Friend referral (please name friend) : _____
- ☐ Other: _____

OnePurpose School

New Student Questionnaire

Child's Name: _____ **Date of Birth:** _____ **Grade:** _____

Child's primary language: _____ **if applicable, name of previous school:** _____

We look forward to getting to know your child more. In order to begin this process please take a moment to fill out this questionnaire. Thank you!

For each item in the table below, please check where you feel your child is at and feel free to add any additional comments below:

Academics Skills:	Yes	No	Depends on situation	I 'm not sure
Uses appropriate pencil grip				
Draws with details				
Sorts objects by color/shape/size				
Counts to 20				
Recognizes numbers to 20				
Recognizes shapes				
Recites alphabet				
Recognizes letters				
Traces / Writes letters				
Listens while read to				

Individualized Education Plan - IEP	Yes	No	I 'm not sure
My child has been assessed for an IEP			
My child currently has an IEP			
My child has a specialized support plan			

Character Traits:	Yes	No	Depends on situation	I'm not sure
Appears self-motivated				
Demonstrates self-esteem				
Accepts limits				
Has a sense of humor				
Has a good attention span				
Follows directions				
Transitions from one activity to another easily				

OnePurpose School

STANDARD PHOTO RELEASE FORM – Minor Subject

Participant's Full Name _____

Parent or Legal Guardian's Full Name _____

I hereby authorize OnePurpose School to publish the photographs taken of my minor child, in which he/she may be included with others, including the surrounding areas depicted in said photographs, for use in any and all media without restriction for any private or public purpose. I also grant permission to use my child's name, if desired, in connection with any said publication.

I further grant permission to copyright, re-use and republish photographic portraits of pictures of my minor child or in which he/she may be included intact or in part, composite or altered in character or form, without restriction as to changes or transformations made, through any and all media now or hereafter known for illustration, art, promotion, advertising, trade of any other purpose whatsoever.

I acknowledge that since my child's participation is completely voluntary, neither I nor my child nor any member of my family may receive financial compensation for the use of these photographs. I further agree that my child's participation and the usage of these photographs confers upon me and my child no rights of ownership whatsoever.

I hereby relinquish any right that I or my minor child may have to examine or approve the completed product or products or the promotional copy or printed matter that may be used in conjunction therewith or the use to which it may be applied.

I hereby release OnePurpose School, its contractors, clients, employees, officers, legal heirs, investors, agents, representatives, and assigns from all liability for any claims by me, my minor child, my family or any third party in connection with my child's participation, including any claims and demands ensuing from or in connection with the use of the photographs, including any and all claims for libel and invasion of privacy. I also release them from any exception of confidentiality for the use of said photographs.

I hereby affirm that I am the parent or legal guardian of the participating minor child listed on this form. I have read the above authorization, release and agreement, prior to its execution; I fully understand the contents thereof. This agreement shall be binding upon me and my heirs, legal representatives and assigns.

Signature of Parent or Legal Guardian _____ Date ____/____/____

Print Name (Parent or Legal Guardian) _____

Street Address _____

City _____ State _____ Zip _____

Phone Number (____)_____ Email _____

OnePurpose School

Date: _____

STUDENT EMERGENCY / MEDICAL INFORMATION CARD

(This card needs to be completed every school year)

NAME: _____ HO#: _____
(Last) (First) (Middle Initial)

School: _____ Grade: _____ Age: _____ Home Room: _____

Birthdate: ☐☐ ■ ☐☐ ■ ☐☐☐☐ Sex: ☐ M ☐ F
Month Day Year

Home Address: _____ Apt. No: _____ City: _____

Zip Code: _____ Home Phone: _____ **Language Spoken at Home:** _____

Parent/Guardian/Caregiver Name:		Parent/Guardian/Caregiver Name:	
Home Address:		Home Address:	
Employer:		Employer:	
Home Phone:	Work Phone:	Home Phone:	Work Phone:
Cell Phone:	E-Mail Address:	Cell Phone:	E-mail Address:

CHILD LIVES WITH: ☐ Mother ☐ Father ☐ Caregiver/Guardian ☐ Other (specify) _____

EMERGENCY CONTACTS: In the event that there is an emergency or the child listed above becomes ill or is injured at school and I cannot be contacted, the school authorities have my permission to contact and release my child to the custody of one of the following:

	Name	Relationship	Home Phone	Cell Phone
1.				
2.				

My child has health insurance: ☐ Yes ☐ No If YES, list name of coverage: _____ Policy/Member#: _____

Health Care Provider: _____ Telephone: _____

To assure prompt attention to your child **PLEASE NOTIFY SCHOOL OF ANY CHANGES OF INFORMATION ON THIS CARD.**

******IMPORTANT: Please Complete Other Side of Card*****

NAME: _____
(Last) (First) (Middle Initial)

☐ ***NO MEDICAL CONDITION***

☐ ***My child has been diagnosed with the following condition(s):***

☐ Asthma ☐ Seizures ☐ Diabetes **Insulin required?** ☐ **Yes** ☐ **No** ☐ Allergies **Requires Epinephrine?** ☐ **YES** ☐ **NO**

Allergies/Allergic to: _____ Date of last reaction: _____

Does your child have any other major health issue(s)? ☐ Yes (please list) ☐ No

1. _____ 2. _____

Is your child taking medication(s)? ☐ Yes (please list medication and times taken) ☐ No

Medication: _____ Time Taken: _____

Medication: _____ Time Taken: _____

Other children attending OnePurpose School:

Name	School	Grade

If my child needs to be taken to an emergency facility, he/she will be taken to the nearest one. I give my consent for school authorities to take appropriate action for the safety and welfare of my child.	**I do not consent** ☐

To the best of my knowledge all information that I have provided on this Emergency Card is true and accurate. I agree to the statements of consent above, unless my consent has been specifically withheld as indicated by a checked box.

Date: _____ _____
Parent's/Guardian's Signature

IMPORTANT: Please Complete Other Side of Card

Appendix 9 - Roles and Responsibilities

- OP Organizational Chart
- OP Job Descriptions

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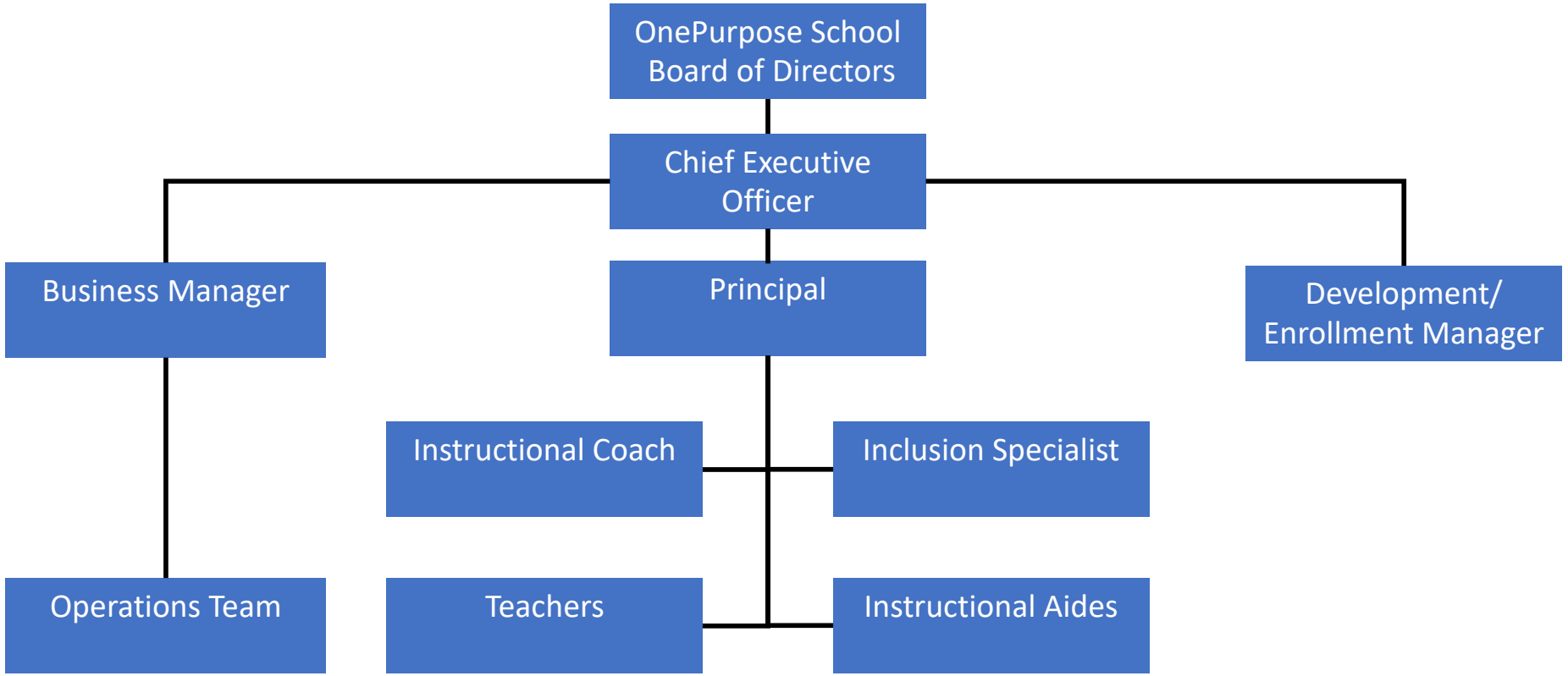
OnePurpose School Organization Chart



OnePurpose School
Chief Executive Officer
Position Description

OnePurpose School

OnePurpose School (OP) is a free public charter school located in the Bayview serving children from San Francisco's highest-poverty neighborhoods. The Bayview is historically an underserved and under-resourced community, where fewer than 10% of children attend and graduate from college. OnePurpose is committed to changing this trajectory.

OnePurpose School opened its doors three and a half years ago and is committed to disrupting the cycle of poverty by providing a quality public education option to families and children in southeast San Francisco. We currently have 130 students in Kindergarten to fourth grade, many of whom are among our city's most disadvantaged students: 90% qualify for free/reduced lunch, 56% are African-American, 37% Latino, 7% Asian/Pacific Islander and 26% are English Language Learners.

We offer a progressive program with high behavioral and academic expectations, delivered with love. Our goal is to set students on a pathway towards college and prepare them for life's challenges. The pillars of our educational model are providing social-emotional support to address the trauma that many of our students experience outside of school, a focus on literacy, and project-based learning.

In our first three years, we achieved promising results indicating that our model of educating low-income students was working. In the early months of this current school year (our fourth), we faced unanticipated changes in leadership and faculty, including the resignation of our founder and CEO for reasons unrelated to the school; constrained facilities; and a resulting decline in enrollment.

Over the last few months, the staff and board have worked together to regain our momentum and we believe we are on track to build on the progress we made in previous years. We ended last school year with 60% of our students reading at or above grade level, above the norm for students living in poverty, but below where we would like to be. We are working tirelessly to end the year with positive gains in student performance.

One of the most important steps we have taken is expanding our collaboration with Seneca Family of Agencies, who have worked with us to provide social-emotional support to our students since our inception. In addition, we have created a Wellness Center to address the significant social-emotional needs of our students, and have increased our investment in teacher coaching and support. We are encouraged by the early results that show an increase in student time in class, which of course translates into greater learning.

The Opportunity

The CEO has an opportunity to shape the vision and future of the school by working collaboratively with a dedicated board, with a proven track record of fundraising, and a team committed to positively impacting the lives of students. The successful CEO will be passionate about educating underserved

youth and will recognize the possibilities for OP to be an innovative leader among a growing number of new educational programs focused on the Bayview.

Over the next 2-3 years the CEO is expected to:

- Exemplify the leadership that inspires trust and confidence across diverse constituencies including the board, teachers, staff, parents, students, funders, community groups, and SFUSD;
- Stabilize the current program, and build a financially sustainable and viable educational and operational model;
- Represent OP as the chief spokesperson and build strong relationships with community, business, and educational partners;
- Advance the mission of OP by identifying and cultivating new sources of funding from foundations, individual donors, corporations, and through strategic partnerships;
- Develop a facilities strategic plan to support the growth of OP;
- Serve as an internal resource to OP's instructional staff by providing broad oversight in curriculum selection, teacher development, and assessment outcomes.

Responsibilities

The specific responsibilities of the CEO include:

- **Leadership & Team Building:** Proven executive experience in managing staff, operations, and finances. Possess organizational and problem-solving skills which promotes sound decision-making. Build organization capacity and foster positive morale within the school community.
- **Strategic Planning:** Collaborate with the board to create a strategic plan to ensure OP's immediate and long-term sustainability and growth;
- **Advancement:** Serve as a passionate ambassador and fundraiser for the school identifying and cultivating new funding sources, and nurturing existing relationships;
- **External Relations & Community Building:** Serve as the chief spokesperson for the school to attract community, local civic, business, and SFUSD support. Assist in building student enrollment and cultivate parental involvement;
- **Financial Management**: Oversee the financial systems of the school including the development of the annual school budget;
- **Compliance:** Ensure OP meets local, state, and federal regulations and submits compliance reports on time;

- **Governance:** Work with the board to fulfill its governance functions, and support board committees and directors in their duties.

The CEO will report directly to the OP Board of Directors, and will directly manage the Principal, the Business Manager, and the Development/Enrollment Manager.

Qualities & Qualifications

Qualified candidates will embrace the challenge to reenergize OP as a successful model of educational engagement with our unique focus on socio-emotional support. Recognizing that OP has emerged from a difficult year, the CEO will lead the organization with optimism, and a driving commitment to achieve results. This will require enthusiasum and experience in building organizational capacity among a talented, new team of instructional and operational staff. Additionally, the CEO will welcome a close working relationship with the board to marshal the resources to achieve a sustainable strategy for continued growth and success.

Candidates will demonstrate a commitment to educating underserved youth and specifically, to public charter schools. The CEO will be driven by the belief that the racial and socio-economic achievement gap is one of society's greatest challenges and that educational achievement of low-income children should not be pre-determined by their zip codes.

The CEO will enjoy fundraising and is skilled in donor cultivation and stewardship. Candidates will have strong communication skills and the ability to convey the importance of OP's work to existing and new funding sources.

Excellent communication skills will be key to connect with and elicit a shared sense of purpose with OP's varied constituencies.

The ideal candidate will have a background in education with some classroom or school leadership experience. However, the board is open to considering traditional and non-traditional candidates who possess the following qualifications:

- At least 10 years of leadership experience in start-up or turn around environments
- A track record of leading and motivating high performance teams
- Proven fundraising experience in a non-profit
- The personal presence to inspire confidence and compassion with internal and external audiences
- Bachelor's degree from an accredited, four-year university; advance degree preferred

Principal

Role

To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.

Requirements

Requires proven instructional, organizational and behavioral experience to effectively lead a school

Responsibilities

Student Performance

- Set and enforce rigorous standards for student achievement that are in line with the goals of OnePurpose and its mission.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by the California Department of Education

Organizational Leadership

- Develop organizational goals and objectives consistent with the vision, mission and values of OnePurpose
- Maintain active involvement in the school improvement planning process with the School Site Council by providing resources for decision-making and priority setting.
- Lead teachers and Instructional TEAM Leaders in developing a healthy school culture aligned with the vision, mission and values of the school and the region.
- Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
- Oversee all programs, services, and activities to ensure that program objectives are met.
- Ensure compliance with all local, state and federal funding sources.
- Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.
- Ensure the safety and security of all students, staff, visitors, and public and property.
- Ensure an orderly learning environment.
- Ensure appropriate standards of student behavior, performance, and attendance.
- Ensure that all disciplinary issues are addressed fairly and immediately.

Instructional Leadership

- Manage, evaluate and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure use of effective, research-based teaching methodologies and practices.
- Implement data-driven instructional practices and lead discussions about student performance.

- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
- Keep abreast of successful instructional methodologies and practices.
- Provide high quality curricular training and resources to staff.
- Ensure consistencies in instruction and practice amongst team of teachers.
- Foster culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximizes student learning.
- Monitor progress of all students.
- Supervise and mentor all teachers.

Operational Leadership

- Oversee management of school records and resources as necessary.
- Ensure compliance of local, state, and federal laws and regulations.

Personnel

- Recruit, select, and hire school staff, including teachers and school-based support staff.
- Continually monitor progress on all measures of school and staff performance.
- Oversee any and all disciplinary actions.
- Provide for adequate supervision, training, and evaluation of all staff and volunteers.
- Communicate the vision that supports the school's goals and values.
- Create an effective TEAM of people jointly responsible for the attainment of school goals and committed to achieving excellence.

Community Relations

- Serve as liaison between teachers, parents, and the community.
- Exhibit a high degree of professionalism in all elements of this position

Business Manager

Role

Ensures that business and human resource functions are completed and reports provided for staff and board.

Requirements

Requires proven accounting, finance, business, and human resource experience in a dynamic and growing educational or nonprofit organization

Responsibilities

Board of Directors

- Meetings: Prepare board materials and resolutions. Ensure Brown Act compliance and appropriate public postings. Attend full Board meetings and prepare draft minutes. Maintain Board files.
- Board Support: Prepare new Director orientation materials, monthly board mailings, and support the Board Chair as needed.

Finance & Accounting

- Banking: Monitor and manage checking account. Reconcile checking account with Third Party Administrator. Prepare cash receipts to cross-check with deposits and resolve anomalies when needed. Anticipate and manage cash needs.
- Investments: Monitor investment account for donations and notify Board Treasurer to liquidate and transfer funds to checking account. Provide Development staff with stock liquidation information for reporting and acknowledgement to donors.
- Credit Cards: Collect and reconcile credit card receipts. Manage purchasing process and use of credit cards.
- Vendors & Contracts: Request, analyze, and recommend vendors. Review and pre-approve invoices. Ensure compliance with contracts.

Business Compliance

- Quarterly Sales & Use Tax Return: Maintain records of saleable inventory. Order new inventory as needed. Prepare Sales/Use Tax returns. State of California Educational Compliance.
- Database Management & Reporting: Review monthly compliance reports to ensure OP resources are adequately deployed to meet state deadlines.

Human Resources

- Compensation: Manage payroll process with Third Party Administrator. Reconcile payroll to budget. Record employees time off to ensure accurate accruals.
- Benefits: Serve as primary administrator for benefits plan and ensure compliance with labor regulations. Manage COBRA notifications. Serve as liaison with pension administrator.
- Staffing: Post job listings; receive and distribute resumes. Maintain, and distribute Employee Handbook. Develop and assemble orientation materials for new hires and

returning faculty. Maintain confidential employee files. Coordinate exit interviews with departing employees

Development and Enrollment Manager

Role

To lead all fundraising and enrollment efforts to ensure annual revenue goals are met.

Requirements

Requires proven fundraising, enrollment, and outreach experience in a dynamic and growing educational or nonprofit organization.

Responsibilities

Development

- Leads strategic planning for development.
- Writes the strategy, with input from the Board.
- With the Board, and staff, sets annual fundraising targets.
- Leads strategy implementation.
- Reviews and analyzes ongoing effectiveness of fundraising and enrollment programs.
- Drives midcourse corrections of strategy.
- Drafts/oversees drafting and distribution of all major communication (e.g., annual reports, appeals, stewardship materials, collateral materials, newsletters).
- Staffs the development committee of the Board.
- Prepares/oversees the preparation of donor reports, written proposals, and presentations.
- Researches/ oversees the research of foundations, manages foundation relationships.
- Grows a major gifts program, including identification, cultivation, and solicitation of donors.
- Directs the Annual Fund campaign.
- Develops strategies for each principal gift cultivation and solicitation.
- Directs stewardship of all donors.
- Staffs the Board and Development Committee members on cultivation and solicitation meetings with current and prospective donors.
- Facilitates relationships between current and prospective principal gift donors and the Board, and Development Committee members.
- Conceives of and directs fundraising and branding events (spring benefit dinner, young professionals events, house parties, education speaker series).
- Oversees gift processing and donor information systems, ensuring that internal systems and technology support development and communications efforts and are in line with best practices.

Enrollment

- Leads outreach efforts in southeast San Francisco neighborhoods.

- Attends recruitment fairs and community events.
- Cultivates relationships with local daycares, churches, and community organizations.
- Plans and coordinates open house events, private tours and enrollment lottery.
- Notifies parents of lottery results and waitlist placement.
- Creates and updates hard copy and internet application forms.
- Maintain enrollment database with family applicant contact information.

Office Manager

Role

Ensures the front office is a welcoming space and possesses the professionalism and enthusiasm to serve as the first point of contact for parents, students, and the school community.

Requirements

- Believes in the mission of the school and only speaks kind words to all stakeholders in support of OP's commitment to do what's best for the students
- Possesses excellent interpersonal skills and is a highly-effective communicator with parents, students, and faculty. The ability to speak Spanish is critical
- Demonstrates excellent organization, time management and follow-up skills, a high sense of urgency, and is capable of successfully handling multiple projects concurrently
- Possesses a robust work ethic, the ability to be flexible, and a willingness to maintain an 'all-hands-on-deck' approach when necessary

Responsibilities

General

- Welcome visitors, families, and staff and provide them with strong customer service
- Perform general clerical duties including answering phones, distributing messages, sorting mail, replenishing office supplies, distributing school information to parents, and translating documents from English to Spanish
- Facilitate arrangements for school activities, logistics, teacher and parent development
- Provide support to the Principal, coaches, and teachers as needed

Enrollment & Student Files

- Enter and update student information into school system, maintain regular student enrollment counts, and manage enrollment and registration forms
- Manage the attendance process including contacting parents on a daily basis as needed, and coordinate the school's truancy process
- Administer Independent Study program with planned absences, collect doctor and parent absence notes

Family Engagement

- Build strong partnerships with families, and encourage parents to participate in school events, community meetings, field trips, and volunteering
- Provide families with weekly and daily text updates about events and deadlines
- Provide Spanish translation for parent meetings and events

Health, Safety & Discipline

- Maintain emergency medical contact information, and current immunization records for all students
- Administer basic first aid, distribute medicine, and maintain injury reports. Be knowledgeable about the content in the school safety binder including emergency procedures
- Supervise students sent to the office for discipline and health reasons

Meals, Finance & Facilities

- Manage the collection of free & reduced-lunch application forms
- Manage parent live scans, and field trip support including transportation and lunches in advance of trips
- Assist in the management and reporting of day-to-day facilities problems

Special Education

- Maintain confidentiality of students receiving special educational services, and serve as the communications intermediary between parents and the Special Ed team

Classroom Teacher

Role

Roles include providing rigorous instruction to students in all subjects, knowledge of project based learning, social-emotional experience, personalization of curriculum, and fostering student resiliency with the goal of improving student achievement.

Requirements

- Have a demonstrated commitment and track record of success supporting low income Black and Latino students in urban areas in achieving high levels of academic and social-emotional success
- Passionately believe, and relentlessly act upon the belief, that EVERY child can and must succeed in their classroom
- Are committed to collaboratively creating high-quality, rigorous and relevant project-based learning curriculum for their students
- Use data to constantly track, adjust and readjust their instruction to serve their students' needs and personalize instruction
- Can give and receive constructive feedback as part of a professional learning community, leading to stronger practice and higher student performance • Have the demonstrated desire and ability to forge relationships with elementary school-aged students with a keen focus on college readiness
- Are committed to developing strong relationships with their students' families
- Are able and eager to work in an environment where intense collaboration is the norm
- Have a robust work ethic, the ability to be flexible, and a willingness to maintain an 'all-hands-on-deck' approach when necessary.

Responsibilities

Teaching & Learning

- Work with the Principal and colleagues to establish students' learning targets
- Ensure that students meet established learning targets
- Create and implement high-quality, rigorous project-based curriculum
- Effectively implement character education across the curriculum
- Develop and/or effectively implement STEAM curriculum and blended learning
- Monitor and track students' progress and revise/adjust instruction as necessary
- Collaborate closely and frequently with colleagues and Principal to align instructional goals across grades
- Effectively manage student behavior within classroom
- Effectively and consistently implement students' ILPs and IEPs
- Maintain constant communication with parents regarding their child(ren)'s progress
- Prepare and maintain student records according to school guidelines

School Culture

- Create and reinforce positive school culture and expected student behavior at all times anywhere on or outside school grounds
- Positively contribute to team meetings, including grade-level meetings and professional development meetings
- Conduct home visits in order to establish relationships with families

- Maintain respectful, productive communication and relationships with students, families and colleagues
- Attend family and school events as necessary
- Perform school duties and assignments (i.e. cafeteria duty, recess, etc.) as assigned

Professionalism

- Actively participate in professional development meetings and activities
- Consistently implement OP's school-wide practices
- Maintain consistent and punctual attendance
- Complete all assignments in a timely fashion
- Positively represent OP at professional and education events at all times
- Serve as a role model for OP students

Resident Teacher

Role

Roles include assisting classroom teachers, providing rigorous instruction to students, fostering student resiliency; this is intended to be a training role for a future teacher.

Requirements

- Desire to help build an exciting, innovative new school that will serve as a model for other schools nationwide
- At least two years of work with students, preferably in a low socioeconomic area
- Bilingual in Spanish highly desirable

Responsibilities

Teaching & Learning

- Work in a collaborative classroom environment to build teaching skills over the year
- Assists the Classroom Teacher in ensuring that students meet established learning targets
- Contributes in creating and implementing high-quality, rigorous curriculum.
- Supports socio-emotional learning across the curriculum
- Collaborate closely and frequently with colleagues to align instructional goals across grades
- Effectively manage student behavior within classroom
- Supports the implementation of students' ILPs and IEPs
- Maintain constant communication with parents regarding their child(ren)'s progress
- Prepare and maintain student records according to school guidelines
- Gradually increase his/her responsibility in the school classroom throughout the year

School Culture

- Create and reinforce positive school culture and expected student behavior at all times anywhere on or outside school grounds
- Positively contribute to team meetings, including grade-level meetings and professional development meetings
- Conduct home visits to establish relationships with families
- Maintain respectful, productive communication and relationships with students, families and colleagues
- Attend family and school events, as necessary
- Perform school duties and assignments (i.e. cafeteria duty, recess, etc.) as assigned

Professionalism

- Actively participate in professional development meetings and activities
- Consistently implement OP's school-wide practices
- Maintain consistent and punctual attendance
- Positively represent OP at professional and education events
- Serve as a role model for OP students

Custodian

Role

Role includes cleaning, deep cleaning, maintenance, and professionalism.

Requirements

- Desire to help build an exciting, innovative new school that will serve as a model for other schools nationwide
- At least one year in janitorial work preferred
- English speaking highly desirable

Responsibilities

Cleaning

- Vacuums carpet
- Washes windows and walls, ceilings, woodwork, door panels and sills (interior/exterior
- Keeps sidewalks clean (i.e., sweep and power wash)
- Sweeps, scrubs, waxes, polishes and/or vacuums floors
- Picks up trash and sidewalk debris in and around the property
- Empties and sanitizes trashcans
- Cleans appliances, rugs, carpets, upholstered furniture and draperies, screens and filters
- Dusts blinds, furniture and other apartment fixtures
- Replenishes bathroom supplies in common bathrooms
- Maintains appropriate janitorial supplies
- Notifies immediate supervisor when supplies need to be replenished
- Other duties as assigned

Deep Cleaning

- During school break periods
- Deep clean restrooms
- Deep clean all floors with stripping and refinishing floors
- Clean carpets
- Deep scrub windows and walls as needed

Maintenance

- Perform basic maintenance such as replacing light bulbs and replacing legs and casters on classroom furniture as needed
- Touch up painting
- Inform Office Manager of intermediate to extensive repair needs and coordinates with contractors

Professionalism

- Maintain a professional and courteous approach to students, staff, parents, and community members
- Schedule work duties to minimize disruptions instruction
- Attends staff meetings as required

After School Aide

Role

Roles include student supervision, after school program design and implementation, establishing relationships and supporting students.

Requirements

- Commitment to achieving success with traditionally underserved students and communities, specifically Black and Latino students
- Bilingual in Spanish highly desirable

Responsibilities

Teaching & Learning:

- Conduct a high quality after school program for our students in transitional kindergarten
- Work closely with the OP staff in creating STEM-based learning opportunities
- Ensure student safety
- Record student attendance, early release, and sign-outs during student pick up
- Ensure appointed parents and guardians pick up students.

School Culture:

- Create and reinforce positive school culture and expected student behavior at all times anywhere on or outside school grounds
- Maintain respectful, productive communication and relationships with students, families and colleagues
- Attend family and school events as necessary

Professionalism:

- Actively participate in professional development meetings and activities
- Consistently implement OP's school-wide practices
- Maintain consistent and punctual attendance
- Complete all assignments in a timely fashion
- Positively represent OP at professional and education events at all times
- Serve as a role model for OP students

Instructional Coach

Role

Roles include providing instructional support to teachers, monitoring and coaching for use of data, leading professional development, working with all staff to improve outcomes for students.

Requirements

- Has a demonstrated commitment and track record of success teaching low-income Black and Latino students in urban areas in achieving high levels of academic and social- emotional success
- Passionately believes, and relentlessly acts upon the belief, that EVERY child can and must succeed in their classroom
- Has extensive and in-depth knowledge and experience with early elementary content, specifically early literacy
- Has a demonstrated track record of success in coaching and developing teachers
- Is willing and committed to providing critical and constructive feedback as part of the coaching process
- Uses data to constantly track teachers' efficacy, and to adjust and readjust their area of focus with teachers and teaching team
- Is able to support the creation of high-quality, rigorous and relevant project-based learning curriculum
- Can give and receive constructive feedback as well as engage in difficult conversations as part of a professional learning community, leading to stronger practice and higher student performance
- Keeps up-to-date with current educational research and best practices in teaching.
- Is able and eager to work in an environment where intense collaboration is the norm
- Has a robust work ethic, the ability to be flexible, and a willingness to maintain an 'all- hands-on-deck' approach when necessary.

Responsibilities

Teaching & Learning

- Work with school leadership to drive professional development framework and focus at school
- Work with assigned teachers to identify needed skills/techniques and use observations and feedback to strengthen skills and teaching techniques
- Drive data-driven cycles of inquiry around literacy, math, and schoolwide projects
- Monitor and track students' performance and growth
- Lead academic professional development before school starts and throughout academic year
- Support grade-level teams in development of curriculum maps and scope & sequence
- Model classroom lessons and teaching practices for classroom teachers
- Facilitate and/or support PLCs, grade-level and other team meetings
- Ensure that teachers meet Individual Learning Plan goals

- Work with the Principal to identify needed materials and resources (i.e. curricular materials, software programs, etc.)
- Work with the Principal to inform academic program at school, including the development of project-based curriculum, STEAM and blended learning curriculum
- Collaborate closely and frequently with teachers and Principal to align instructional goals across grades

School Culture

- Create and reinforce positive school culture and expected student behavior at all times anywhere on or outside school grounds
- Positively contribute to team meetings, including grade-level meetings and professional development meetings
- Conduct home visits in order to establish relationships with families
- Maintain respectful, productive communication and relationships with students, families and colleagues
- Attend family and school events as necessary
- Perform other school duties and assignments, as assigned

Professionalism

- Lead and actively participate in professional development meetings and activities
- Consistently implement OP's school-wide practices
- Positively represent OP at professional and education events at all times
- Serve as a role model for OP students
- Maintain consistent and punctual attendance
- Complete all assignments in a timely fashion

Inclusion Facilitator

Role

Roles include providing intensive support to students both in their classroom settings and wellness center, coordinating services at the school site, supporting colleagues with successful inclusion of students in diverse settings, teacher coaching, modeling and development opportunities to maintain the academic, social and emotional needs of each student.

Requirements

- Work effectively as a member of a multidisciplinary team to implement academic, behavioral, and therapeutic services for students in need of intervention
- Provide coaching and professional development to support school staff in experiencing success with all students
- Implement research-based interventions aligned with the three tiers of the RTI pyramid
- Provide an individualized academic intervention program to target diverse learners' needs
- Engage caregivers in the educational process, providing frequent opportunities to discuss student growth and needs
- Participate in professional learning communities to enhance practice and create coherence
- Maintain a high standard of professional behavior at all times
- Perform all other duties as necessary for the good of the agency as instructed by supervisor

Responsibilities

Teaching & Learning

- Work with the Principal and colleagues to establish students' learning targets
- Ensure that students meet established learning targets
- Create and implement high-quality, rigorous project-based curriculum
- Effectively implement character education across the curriculum
- Develop and/or effectively implement STEAM curriculum and blended learning
- Monitor and track students' progress and revise/adjust instruction as necessary
- Collaborate closely and frequently with colleagues and Principal to align instructional goals across grades
- Effectively manage student behavior within classroom
- Effectively and consistently implement students' ILPs
- Maintain constant communication with parents regarding their child(ren)'s progress
- Prepare and maintain student records according to school guidelines

School Culture

- Create and reinforce positive school culture and expected student behavior at all times anywhere on or outside school grounds
- Positively contribute to team meetings, including grade-level meetings and professional development meetings

- Maintain respectful, productive communication and relationships with students, families and colleagues
- Attend family and school events as necessary
- Perform school duties and assignments (i.e. cafeteria duty, recess, etc.) as assigned

Professionalism

- Lead and actively participate in professional development meetings and activities
- Consistently implement OP's school-wide practices
- Positively represent OP at professional and education events at all times
- Serve as a role model for OP students
- Maintain consistent and punctual attendance
- Complete all assignments in a timely fashion

Appendix 10 - Handbooks

- OP Student and Family Handbook
- OP Employee Handbook

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OnePurpose School

Student/Family Handbook
2019-2020

OnePurpose Student/Family Handbook, 2019-2020
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Who We Are
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2. Mission & Vision of OnePurpose
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2. Daily Schedules
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2. Absences, Tardies and Truancy

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2. Special Education Program
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2. Open Doors

3. School Events
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5. Parent Workshops
6. Family Surveys

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1. Requirements and Process
2. Disenrolling

OnePurpose School Family Agreement

OnePurpose School

Dear OnePurpose Families,

Welcome to the OnePurpose community! We are thrilled to have you join us on this extraordinary journey and to have the honor of teaching and guiding your child during his/her school years. We look forward to helping your child develop the academic skills and habits of mind that will support their success in school, college, and in life.

We know that a child's family is his/her first teacher. With that in mind, we're deeply dedicated to working closely with you to ensure your child's success in school. Within this handbook, you'll find important information and resources that will help you understand OnePurpose systems and policies.

We at OnePurpose are excited to partner and are ready to do what is needed to ensure that our OP scholars achieve success and develop into academically strong, caring citizens of this world. As Dr. Martin Luther King, Jr., famously wrote, "Intelligence plus character- that is the goal of true education." We pay homage to that quote and, alongside with you, aim to *truly educate* the students we serve- your children.

Respectfully,

Anne Shibley, Principal
OnePurpose School

Mission
OnePurpose School's mission is to prepare its students to graduate from high school fully capable of going to and graduating from college. OP will meet its mission using high expectations, STEAM-focused curriculum tied to Common Core State Standards, and project-based learning.

Vision
OP is a place of deep and relevant learning where students and adults constantly challenge ideas and each other and apply their learnings to better their communities. OP students and staff continually strive for excellence, learn from failures, and cherish joyfulness.

Our classrooms are safe, caring, joyful places that push students to grow and develop into confident learners. They are filled with academic discourse, productive collaboration, and love.

OP scholars are creative, collaborative critical thinkers who are able to communicate with their peers and others. They are persistent, courageous, self-directed learners who own their classrooms and understand the purpose of what they are learning. They respectfully advocate for themselves and others.

OP graduates will be confident, resilient scholars who use their critical thinking skills to improve their society and the world around them. They will have a strong sense of who they are and how they belong in the world.

Guiding Principles
- All students will learn. Exceptional teaching = exceptional scholars/learning.
- Adults are responsible for students' success.
- Authentic engagement, high expectations and academic rigor are the key drivers for student learning.
- Collaboration between stakeholders is the only way to achieve our shared goals.
- Our students' habits of mind will determine the level of success our students achieve.
- Effective and efficient use of data drives our targets and instruction.
- Literacy is the foundation of all learning.
- As citizens of the world, we all have a responsibility to make the world a better place.
- Respect for diversity, differences and others' culture is critical to building our community.

General Operations

Location
OnePurpose is located on the Bret Harte School campus at 1035 Gilman Avenue in San Francisco. OP's building is accessible through the 948 Hollister Avenue entrance on the west side of the campus. Our mailing address is 948 Hollister Avenue.

Contact Hours
OP personnel will be available from 7:30 am – 8:00 am during before-school care. The OnePurpose School Main Office is open from 8:00 am – 4:00 pm during school days.

Contact Information
The OP Main Office phone number is 415-657-0277. Below are the names and email addresses for the OP staff.

Name	Role	Location	Email
Dave Allen	Business/HR	011	dave@onepurposeschool.org
Gabriel Anaya	Instructional Aide	001	gabriel@onepurposeschool.org
Elizabeth Arellano	Student Support	002	elizabeth_arellano@senecacenter.org
Diana Au	Speech Therapist	006	diana_au@senecacenter.org
Dilcia Benitz	Psychologist	250	dilcia_benitez@senecacenter.org
Yaneli Cevallos	Instructional Coach	002	yaneli@onepurposeschool.org
Emily Figueroa	3rd Grade Teacher	005	emily@onepurposeschool.org
Renee Gassler	3rd Grade Aide	005	renee@onepurposeschool.org
Ori Gutin	Student Support	002	ori_gutin@senecacenter.org
Mildred Hale	TK/K Teacher	001	mildred@onepurposeschool.org
Lorena Juarez	Secretary	Office	lorena@onepurposeschool.org
Erica Lance	2nd Grade	007	erica@onepuroposeschool.org

	Teacher		
Sara Lopez	4th Grade Teacher	010	Sara@onepurposeschool.orc
Dylan Meyers	5th Grade Teacher	015	dylan@onepurposeschool.org
Sydney Ortiz	1st Grade Teacher	003	sydney@onepurposeschool.org
Jill Salak	Therapist	250	jill_salak@senecacenter.org
Sofia Sanchez	PE/Art Teacher	006	sofia@onepurposeschool.org
Tiara Scott	Custodian/Aide	Office	tiara@onepurposeschool.org
Annie Shibley	Principal	Office	anne@onepurposeschool.org
Katy Simonds	UE Coach	008	katy@onepurposeschool.org
Natalie Skinner	2nd Grade Teacher	007	natalie@onepurposeschool.org
Joe Steinberger	Enrollment/ Fund Development	011	joe@onepurposeschool.org
Samantha Topete	ELD	006	samantha.topete@onepurposeschool.org

School Hours

M, T, W, F	Regular Instructional Day*	8:00 – 3:15 pm
M, T, W, F	After school Program**	3:15 – 6:00 pm
Thursday	Minimum Day for Students	8:00 - 12:00 pm
Thursday	Afterschool Program	12:00 – 6:00 pm
All-days	Before-school supervision	7:30 - 8:00 am

* Your child's teacher will share his/her daily classroom schedule with you.
**After school program is free of charge and open to all TK (once age 5) to 5th grade students at Boys & Girls Club, Willie Mays Clubhouse. TK supervision, until the students turn 5, is provided at OnePurpose School.*

2019/2020 School Calendar

One Purpose School- 2019-20 Calendar

July				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Special Dates

July 31st - Aug 13th: Professional Development Institute
Aug 14th - Aug 16th: Minimum Days: students release ½ day
September 2nd: Labor Day (Holiday)
October 10th - 11th Professional Development (No instruction)
October 14th: Indigenous People's Day (Holiday)
October 17th - 18th Min Day Parent-Teacher Conferences/
November 11th: Veteran's Day (Holiday)
November 25th - 29th: Thanksgiving Break
December 23th-January 3th: Winter Break
January 6th: Professional Development (No instruction)
January 7th: School Resumes
January 20th: Martin Luther King Day (Holiday)
January 24th: Lunar New Year
February 17th: President's Day (Holiday)
March 23th - 24th : Min Day Parent-Teacher Conferences/
March 25th - 27th Professional Development (No instruction)
March 30th - April 3rd: Spring Break
May 25th: Memorial Day (Holiday)
June 8th, June 10th: Minimum days; Teacher/Family mtngs
June 11th: Last day of instruction
June 12th: Professional Development

Key

First/Last Days of School	Federal Holiday	School Holiday	PD Day (School closed)	1/2 Day (Professional Development or Conferences)

Student Policies and Procedures

Campus Discipline Policy
Updated August 2019

Philosophy
Every child deserves a safe environment where they can learn and grow. Student safety is a critical first step in being able to establish this environment. The safety of students relies primarily on the expectations and actions of the staff at OnePurpose.

The role of OP staff is to create a safe and academic environment where all students can through establishing clear systems and routines, holding students accountable for meeting these expectations, and building further Tier 3 supports for our most struggling students. All staff hold a curious mindset towards students and proactively provide an environment where students can learn because the right supports are in place.

Our students are learning how to engage with and navigate the world around them. It is our job as their teachers, parents, and concerned adults to help guide them as they develop the skills and understanding to appropriately and effectively navigate their world and become contributing members of our society. We believe students that feel safe, cared for and engaged in their learning will achieve at their highest potential. With this in mind, we aim to create a safe learning environment for all our students. We have methods to celebrate excellent, expected behavior and consequences for those times when our scholars choose to make poor decisions. These are explained below.

School-Wide Incentives and Consequences School-Wide Positive Incentives:

❑ **Stars:**
This is a *whole class* reward. Classrooms will have the opportunity to earn this reward during different times throughout the day, such as lunch, recess, lining-up, transitioning, school-wide morning meetings, and assemblies. Students will be expected to demonstrate all areas of CARES* to earn each individual star.
When each class has earned a predetermined numbers of Stars the teacher will then turn the stars in for a classroom reward.
**CARES: Cooperation, Assertiveness, Responsibility, Empathy, Self-control*

Weekly

❑ Scholar Dollars:
Individual students can earn Scholar Dollars when they are caught demonstrating CARES. For example, if a student is upset that he/she doesn't have something to write with and another student shares a pencil without prompting, a Scholar Dollars would be a perfect reinforcement. Students may then turn in their Scholar Dollars for experiences such as lunch with a teacher and other items from the classroom 'Prize Cart.'

❑ Scholar Shout Outs:
During the staff's professional development time, staff members will identify students from each class to receive a "shout-out". To earn a "shout-out" students will need to demonstrate CARES *(Cooperation, Assertiveness, Responsibility, Empathy,*

Self-control) throughout the week. These students will receive public acknowledgement during the Friday morning meeting and receive a Scholar Shoutout Certificate.Each month, teachers will choose one student per grade level who best exemplifies all CARES core values each day. These students will be recognized at a Team Friday and receive a Scholar of the Month award. In addition, their photos will be featured on the Scholar Dollars as true representatives of our core values.

School-Wide Negative Consequences:

❑ **Classroom Systems:** Every OnePurpose classroom has a classroom behavioral system to support consistent systems and routines. Most classrooms either use a Clip Chart or the ClassDojo to track student behavior. If a student engages in unsafe classroom behavior, teachers may send that student directly to administration who will determine next steps.

❑ **Behavior Referrals**: Staff will follow a clear step by step system starting with choices for interventions in order to address both minor and major behaviors. For all minor behaviors, staff will support students starting at step one. For all major behaviors, staff will address starting at step 3.

The following are the definitions of minor and major behaviors.

- **Minor:** inappropriate or disrespectful language, defiance, minor disruption, wandering out of the classroom without permission
- **Major:** major disruption to the classroom, leaving school grounds, fighting or physical aggression, inappropriate touching.

Step 1:
First Offense Interventions

- "Uh oh"
- Remind student of classroom expectations
- Model appropriate behavior.
- Praise students that are following expectations.
- Suggest a "do over"
- Validate student's feelings
- Use proximity
- Use calm tone and be curious

Second Offense Interventions

- "Uh oh"
- Repeat or try new interventions
- Remind student another offense will result in going to a buddy room and clip down

* If student requests to visit the Wellness Center they can do so in order to take a break from the classroom environment

Step 2:

Third Offense Procedures

- "No no"

- Clip down
- Student is sent to Buddy Room
- Sending teacher sends student with: Buddy Room pass (receiving teacher- keep pass in folder/envelope for data)
- Phone call home by EOD

In Buddy Room
- Students hands pass to receiving teacher
- Student finds “cool down corner” or “Safe seat”
- Student chooses work or completes work from class
- Student is to remain in Buddy Room until end of current and student is sent back with pass and completed work
- Sending teacher will triage with student BEFORE reentry back into class

Step 3:

Student will be sent to the front office with the following:

1. The completed office referral form
2. Any additional teacher statement if necessary.

- In response to major behaviors students will be required to complete a half day in school suspension and a parent will be contacted by administration
- In school suspension will require but is not limited to: a staff check in, completion of required academic work and social/emotional restorative work before returning to class.
- If major behaviors continue or if the student is continuing to not follow directions during in school suspension, the child will be sent home from school. (decision to be made by administration)

Suspensions and Expulsions

OP reserves the right to suspend or expel students in accordance with California Ed Code 48900 -48927 as dictated below. If a student is suspended, a parent meeting must be held prior to the child’s return to campus.

Although OP has not engaged in expulsion hearings to this point, a hearing may be held where necessary. Witness testimonies will be reviewed by an impartial committee of the OP School board who will determine the best course of action in an individual case by case basis.

For students with IEPs, a manifestation determination meeting will be held prior to any expulsion hearing.

ARTICLE 1. Suspension or Expulsion [48900 - 48927]
(Article 1 repealed and added by Stats. 1983, Ch. 498, Sec. 91.)

48900.
A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, and chew packets.

However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Committed an obscene act or engaged in habitual profanity or vulgarity.

(k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(l) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in

kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(m) Knowingly received stolen school property or private property.

(n) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.

(o) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(p) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(r) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(s) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4.

(2) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(A) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(3) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of

bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(4) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(t) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(v) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(w) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(x) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2018, Ch. 32, Sec. 49. (AB 1808) Effective June 27, 2018.)

Additional Policies and Procedures

Afterschool Programming

One Purpose School is pleased to partner with the Boys and Girls Clubs of San Francisco to provide after-school programming to our students. For all K-5th grade students, programming is held at the Willie Mays Clubhouse, a neighborhood BGC campus.

After-school begins at 3:15 pm and runs until 6pm. Students are expected to adhere to BGC rules and regulations while in attendance in the program. Any student who does not meet expectations may be removed from the program.

Applications are open the week prior to the start of school. Interested parents and guardians must make arrangements with the Boys and Girls Club to reserve an after school spot. Students in TK who are not yet five will stay at OnePurpose until their 5th birthday and then transition to the Willie Mays Clubhouse.

Breakfast & Snacks

All students will be offered a free, nutritious breakfast at the beginning of the school day. All students will get a snack during a snack break in the afternoon. Please ensure that your child arrives in time for breakfast. We find that students that miss breakfast have a challenging time learning at school.

Lunch

Students are provided a school lunch during their lunch blocks that run from 10:30 - 11:40am.. OnePurpose serves Revolution Foods meals. Revolution Foods provides healthy breakfast, lunch and snack options for schools. Please visit their website: www.revolutionfoods.com for more information.

Parking

The OnePurpose School/Bret Harte parking lot is closed to non-staff members between 8:00 – 5:00 pm. Unauthorized cars will be towed.

There is street parking around the school campus. Please note that Street Cleaning occurs on Wednesdays on Gilman.

Field Trip Policies and Procedures

Field trips are an important part of learning at OnePurpose. Field trips will be tied to what the students are exploring in class, so it is important that students are able to attend field trips when they are scheduled.Field trips are an important part of learning at OnePurpose. Field trips will be tied to what the students are exploring in class, so it is important that students are able to attend field trips when they are scheduled.

Teachers will communicate field trip information and dates to parents at least one month in advance of the trip. Permission slips will be given out and must be returned in order for the student to attend the field trip. Teachers may request chaperone volunteers at times. In order for a parent to volunteer, they must be cleared by the Main Office. If a child's behavior is such that the staff feels the child will not be safe on the trip, the parents will be asked to support the child with supervision.

Birthday Celebrations

At OnePurpose, we believe that every minute counts for our students. Students' primary purpose during the day is to learn and grow academically. That said, we believe in celebrating our scholars as well. Birthday celebrations are allowed monthly in the classroom on a designated Team Friday. These are held between 1:30 - 2:15pm as long as it is cleared with the classroom teacher. Please note that only healthy snacks and treats can be served during this time. Please NO balloons and NO peanut butter treats of any kind.

Student Academic Support

COST Process

Seneca's coordination of services team (COST) meets weekly and is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services. This team also reviews topics for School-Wide Intervention such as, but not limited to, anti-bullying, incidents of community crisis or change and students at risk for retention.

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca's COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week and then begins an eight-week cycle which is tracked and reviewed.

Intervention Plans: Academic, Behavioral, Social-Emotional

Intervention plans can be created within all areas of learning – social emotional, behavioral, and academic. Intervention can be used when students are demonstrating the need for additional support within the areas listed above. These services typically begin with an eight-week cycle. During this time, there are specific goals created for each individual student. These students are provided additional support either in the classroom or within a small group setting. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

Special Education Program

One Purpose provides Special Education Programming within school. Special Education is designed to ensure that students with disabilities are provided an environment that allows them to be educated effectively. Disabilities that qualify for special education include physical disabilities, such as deafness or blindness; mental disabilities, such as Down's syndrome and Autism ; medical conditions, such as oxygen dependence or traumatic brain injury; learning deficits, such as dyslexia ; and behavioral disorders, such as attention deficit hyperactivity disorder (ADHD) and conduct disorders. If we do not have a specific program at the school site, the IEP team will meet to discuss appropriate placements in other districts.

504 Support

Section 504 is a federal law that protects students with disabilities from being discriminated against at school. It requires the school to give your child the same opportunities as students without disabilities who go to school. Section 504 is different from receiving Special Education Services, and focuses primarily on providing students with reasonable accommodation or modification.

Examples of this could be:

- Physical modifications to the school that are necessary for your child to enjoy full use of the school building such as, but not limited to, an elevator, a wheelchair ramp, handrails, and motorized doors.
- Change in rules, policies, procedures, etc. when needed to allow your child to use or enjoy school, including extracurricular activities, to the same extent as students who do not have disabilities.

Communication

We believe that clear and consistent communication is critical in order to develop a respectful and positive culture where children and adults can thrive. At OP, we value and respect different points of view and aim to employ methods of communication that will serve all of our stakeholders.

Communication Methods

At OP, we will use numerous methods of communication throughout the year to deliver important information to you:

OP Family Handbook
Weekly Parent Newsletters
Monthly Parent Meetings
Principal’s Monthly Coffee
All-Call Phone Calls
Progress Reports & Report Cards

Communication with Staff

All staff are expected to communicate in a professional manner with all stakeholders. Expectations for staff communication include:

- Checking email at a minimum of once a day
- Returning email messages within 24 hours on work days
- Greeting all family members, students, and visitors upon seeing them
- Checking for understanding when unclear on directions, expectations, norms, etc..
- Asking for help when needed
- Assuming best intentions

Communication Guidelines

At OP, we aim to create a culture of respect, ownership, and community. In order for all of us to develop and maintain such a culture, we ask that all members of the OP community engage in thoughtful and respectful communication with one another. In addition to creating a respectful environment, this will also serve to model positive communication for our students.

Thoughtful and respectful communication includes, but is not limited to:

- engaging in active listening
- being proactive and solution-oriented.
- when possible, respectfully speaking to the other person directly
- seeking to understand the other person's point of view
- assuming best intentions with the other party/ies
- finding a time that allows for respectful and thoughtful dialogue
- being mindful of the other person's time commitments and schedule
- avoiding and refraining from gossip, rumors, and/or other harmful, unproductive communication
- withholding judgment and/or leaving the possibility that there is additional information that you may not have available.
- assuming that the other party is doing the best they can
- taking a collaborative stance to address the issue vs. a 'me vs. them' approach
- avoiding talking about a person or situation to parties who are not directly involved.
- trying to create a win-win situation
- finding a third-party (i.e. Principal, etc.) to help facilitate a difficult conversation

Family Involvement

Philosophy
We believe that OP families are integral to the success of OnePurpose. We aim to create a space where all families feel welcomed and are able to contribute to the development and growth of OnePurpose. There are many ways to be involved in OnePurpose, including:

- volunteering in your child's classroom
- volunteering in the main office
- chaperoning school field trips

If you are interested in volunteering at OP, please contact your child's teacher for more information.

Open Door Policy
OnePurpose doors are always open to parents. Parents who would like to visit their child's classroom may do so by signing in at the office and requesting a visitor's pass. In order to allow students to develop a relationship with the teacher at the beginning of the year, we will limit classroom visits in the first two weeks of school. If we find that an adult's presence in the class is disruptive to the learning environment or to the teacher, visitors will not be allowed during the school day. External visitors, such as counselors, psychologists, and others, must make an appointment at least 24 hours in advance of the requested visit time to ensure school staff can rearrange their instructional schedules to be present.

Strongly Encouraged School Events
All parents are encouraged to attend the following events during the year:

- Back to School Night
- Individualized Learning Plan/Parent-Teacher Conferences (3x a year)
- Exhibition Nights (2x a year)
- Monthly Parent Meetings

Family Survey
OnePurpose wants to hear feedback from parents and families throughout the year. One of the methods OP uses to receive feedback is the Annual Parent Survey. Parents are asked to complete this survey in order to help OP identify what is going well and what can be better at the school.

Student Admissions and Enrollment
Every year, interested families and students may apply to Transitional Kindergarten and Kindergarten. If there are more applicants than seats available, OP will hold a lottery to determine student acceptances.

The preferences during the lottery are as follows:
• Pupils currently attending OP
• Incoming siblings of enrolled OP students
• Children of employees at OP, not to exceed 10% of total enrollment
• Residents of SFUSD
• All other applicants

Enrolling

OP requires the following documents in order to enroll a student in school.

1) Copy of student's birth certificate.
2) Address verification. As per CA Education Code, address can be verified by providing one of these following documents:
    - Property tax payment receipts.
    - Rental property contract, lease, or payment receipts.
    - Utility service contract, statement, or payment receipts.
    - Pay stubs.
    - Voter registration.
    - Correspondence from a government agency.
    - Declaration of residency executed by the parent or legal
3) Copy of Immunization Records and Health Form

Disenrolling

If a family wished to disenroll their child from the school, they must complete a Disenrollment Form and return to the Main Office. Disenrolled children who wish to re-enroll will be placed at the end of the admission waitlist for their grade level.

We look forward to a great year!

Employee Handbook

Academic Year 2019-2020

OnePurpose School

948 Hollister Avenue

San Francisco, CA 94124

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General Employment Policies

Introductory Statement

Welcome! As an employee of OnePurpose School (the "School"), you are an important member of a team effort. We hope that you will find your position with the School rewarding, challenging, and productive.

Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of the School.

This employee handbook is intended to explain the terms and conditions of employment of all full- and part-time employees and supervisors. Written employment agreements between OnePurpose School and some individuals may supersede some of the provisions of this handbook.

This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your supervisor or the Business Manager will be happy to answer any questions you may have.

Harassment Discrimination and Retaliation Prevention

OnePurpose School is an equal opportunity employer. OnePurpose School is committed to providing a work environment free of harassment, discrimination, retaliation, and disrespectful or other unprofessional conduct based on:

- Race
- Religion (including religious dress and grooming practices)
- Color
- Sex/gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity/gender expression/transgender (including whether or not you are transitioning or have transitioned) and sexual orientation
- National origin
- Ancestry
- Physical or mental disability
- Medical condition
- Genetic information/characteristics
- Marital status/registered domestic partner status
- Age (40 and over)

- Sexual orientation
- Military or veteran status
- Any other basis protected by federal, state or local law or ordinance or regulation

OnePurpose School also prohibits discrimination, harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. In addition, the School prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates School policy.

Harassment Prevention

The School's policy prohibiting harassment applies to all persons involved in the operation of the School. The School prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors, managers and co-workers. The School's anti-harassment policy also applies to board members, vendors, customers, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and other persons with whom you come into contact while working.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by sexual desire.

Prohibited harassment is not just sexual harassment, but harassment based on any protected category.

Non-Discrimination

The School is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in School operations. The School prohibits unlawful discrimination against any job applicant, employee or unpaid intern by any employee of the School, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex or between employees of another race or ethnicity performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, OnePurpose School is not obligated to disclose the wages of other employees.

Anti-Retaliation

The School will not retaliate against an employee for filing a complaint or participating in any workplace investigation or complaint process, and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

The School will not retaliate against an employee for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other

prohibited conduct, bring your complaint to your first to your supervisor as soon as possible after the incident. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the Principal. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. If you think you have been harassed or discriminated against or that you have been retaliated against for resisting, complaining or participating in an investigation, you may file a complaint with the appropriate agency. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the Business Manager of the School so the School can try to resolve the complaint.

When the School receives allegations of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The School will reach reasonable conclusions based on the evidence collected.

The School will maintain confidentiality to the extent possible. However, the School cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the School determines that harassment, discrimination, retaliation or other prohibited conduct has occurred; appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The School also will take appropriate action to deter future misconduct.

Any employee determined by the School to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Confirmation of Harassment Discrimination and Retaliation Prevention Policy

I have received my copy of the School's Harassment, Discrimination and Retaliation Prevention policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that the School is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee's Signature_____

Employee's Printed Name _____

Date _____

At-Will Employment Status

OnePurpose School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment.

No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the Business Manager, the Treasurer, and the Chair of the Board of OnePurpose School has the authority to make any such agreement, which is binding only if it is in writing.

Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

Right to Revise

This employee handbook contains the employment policies and practices of OnePurpose School in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

OnePurpose School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook at any time, except for the policy of at-will employment.

Any written changes to this handbook will be distributed to all employees so that you will be aware of any new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook contains the entire agreement between you and OnePurpose School as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this employee handbook or any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

Nothing in this statement is intended to interfere with your right to communicate or work with others toward altering the terms and conditions of your employment, such as communications regarding wages, scheduling or other terms or conditions of employment.

Hiring

Bridging of Time

OnePurpose School will give service credit to employees previously employed by the School, provided the break in service does not exceed 365 days. Generally, the break in service time will be deducted from the employee's original service date.

The Business Manager will discuss reinstatement of benefits and other length of service issues with rehired employees. Special rules apply to reinstatement of paid sick leave benefits under the California Healthy Workplaces, Healthy Families Act.

Exempt and Non-Exempt Employees

Exempt Employees are employees who can pass three tests: a salary threshold test (currently by earning at least $455 a week), a salary basis test (salary does not increase or decrease due to quantity or quality of work), and a job duties test (employee must be able to exercise independent judgment when performing job duties). Employees of OnePurpose who are exempt employees are ineligible to receive overtime.

Non-Exempt employees are ones who do not meet the standards best on the tests listed above. These employees are eligible for overtime.

If an employee has specific questions about employment status, please contact the Business Manager.

Inactive Status

Employees who are on any type of leave of absence, work-related or non-work-related, that exceeds any protected state, federal or local leave of absence will be placed on inactive status.

Health Benefits Extension

Unless health benefits extension is covered by state or federal law, benefits will terminate according to our insurance carrier's policy. Contact the Business Manager for more information. Employees placed on inactive status may extend their current healthcare benefit through COBRA for up to 18-months at the inactive employee’s expense.

Job Duties

An employee’s supervisor will explain their job responsibilities and the performance standards expected of them. Be aware that job responsibilities may change at any time during employment. From time to time, an employee may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or OnePurpose School. Employee’s cooperation and assistance in performing such additional

work is expected.

OnePurpose School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

Work Hours

Employees (regardless of exemption status) are expected to report to their worksite no later than 7:45am and are not excused from work duties until 3:55pm unless otherwise arranged with that employee's supervisor.

Full-Time Employees

Regular full-time employees are those who are scheduled for and do work 40 hours per week. Regular full-time employees are eligible for most employee benefits described in this handbook. Benefit eligibility may depend on length of continuous service. Benefit eligibility requirements may also be imposed by the plans themselves or by law.

Part-Time Employees

Part-time employees who are scheduled for and do work fewer than 40 hours per week, but not fewer than 20 hours. Part-time employees are eligible for the following OnePurpose School benefits:

- pro rata paid time off
- 50% paid premiums for healthcare and dental insurance
- mandatory participation in the School-sponsored 403b plan with employer matching

Part-time employees who are scheduled for and do work for fewer than 20 hours per week. Part-time employees are eligible for the following OnePurpose School benefits:

- pro rata paid time off
- mandatory participation in the School-sponsored 403b plan with employer matching

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or fewer; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Leaves of Absence

Bereavement Leave

OnePurpose School grants leave of absence to employees in the event of the death of the employee's current spouse, registered domestic partner, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. An employee with such a death in the family may **take up to three consecutive** scheduled workdays off with pay with the approval of the School. The employee's supervisor may approve additional unpaid time off. The total allowable days granted for Bereavement Leave cannot exceed six days per academic year.

Civil Air Patrol Leave

No employee with more than 90 days of service shall be disciplined for taking time off to perform emergency duty as a volunteer in the California Civil Air Patrol. If you are a Civil Air Patrol volunteer, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so, giving as much advance notice as possible.

Up to 10 days of leave for duty may be taken each year. However, leave for a single emergency mission cannot exceed three days, unless the emergency is extended by the entity in charge of the operation and the extension of leave is approved by the School.

Domestic Violence, Sexual Assault or Stalking Leave and Accommodation

Employees who are victims of domestic violence, sexual assault and stalking are eligible for unpaid leave. Although the leave is generally unpaid, employees can use their paid sick time under California's Healthy Workplaces, Healthy Families Act for the purposes described below.

You may request leave if you are involved in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure your health, safety or welfare, or that of your child. Please provide reasonable advance notice of the need for leave unless advance notice is not feasible. Contact the Principal or the Business Manager.

Employees who are victims of domestic violence, sexual assault or stalking and need a reasonable accommodation for their safety at work should contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If you are requesting such a reasonable accommodation, you will need to submit a written statement signed by you, or by an individual acting on your behalf, certifying that the accommodation is for the purpose of your safety at work.

For reasonable accommodation requests, the School will also require certification demonstrating that you are the victim of domestic violence, sexual assault or stalking. Any of the

forms of certification described above for leave purposes will suffice. The School may request recertification every six months from the date of the previous certification. You should notify the School if an approved accommodation is no longer needed.

The School will engage in an interactive process with the employee to identify possible accommodations, if any, that are effective and will make reasonable accommodations unless an undue hardship will result.

OnePurpose School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave or accommodation under these provisions.

Domestic Violence, Sexual Assault or Stalking Leave for Treatment

Employees who are victims of domestic violence, sexual assault or stalking are eligible for unpaid leave. Although the leave is generally unpaid, employees can use their paid sick time under California's Healthy Workplaces, Healthy Families Act for the purposes described below.

You may request leave for any of the following purposes:

- To seek medical attention for injuries caused by domestic violence, sexual assault or stalking;
- To obtain services from a domestic violence shelter, program or rape crisis center as a result of domestic violence, sexual assault or stalking;
- To obtain psychological counseling related to experiencing domestic violence, sexual assault or stalking;
- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault or stalking including temporary or permanent relocation.

Please provide reasonable advance notice of the need for leave unless advance notice is not feasible by contacting the Principal and the Business Manager.

OnePurpose School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

The length of unpaid leave an employee may take is limited to 12 weeks provided for in the federal Family and Medical Leave Act of 1993 for eligible employees.

Extended Medical Leave

On occasion, an employee may need a medical leave of absence that extends beyond limits under any state or federal mandatory leave law. In addition, there may be circumstances when an employee needs a medical leave allowed under disability laws and in accordance with this policy.

In these situations, an extended medical leave of absence may be granted for medical disabilities (other than pregnancy, childbirth, and related medical conditions) with a doctor's written certificate of disability. Extended disability leaves will also be considered on a case-by-case basis, consistent with the School's obligations under federal and state disability laws.

Employees should request any leave in writing as far in advance as possible.

A medical leave begins on the first day your doctor certifies that you are unable to work, and ends when your doctor certifies that you are able to return to work. Your supervisor will supply you with a form for your doctor to complete, showing the date you were disabled and the estimated date you will be able to return to work. An employee returning from a medical disability leave must present a doctor's certificate declaring fitness to return to work.

Upon return from medical leave, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. OnePurpose School makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings. OnePurpose School will comply with any reinstatement obligations under state or federal law.

California workers' compensation laws govern work-related injuries and illnesses. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

An employee that needs reasonable accommodations should contact a School representative with day-to-day personnel responsibilities and discuss the need for an accommodation.

Family and Medical Leave

California's California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA) provide up to 12 workweeks of unpaid family/medical leave within a 12-month period, under the following conditions:

- You have been employed with the School for a total of at least 12 months prior to the commencement of leave. The 12 months of employment must have accumulated within the previous seven years (certain exceptions apply);
- You have worked at least 1,250 hours during the previous 12-month period before the need for leave

Leave may be taken for one or more of the following reasons:

- The birth of your child, or placement of a child with you for adoption or foster care (FMLA/CFRA);
- Incapacity due to pregnancy, prenatal medical care or child birth (FMLA only);
- Your serious health condition that makes you unable to perform your job (FMLA/CFRA);

- To care for your spouse, child or parent who has a serious health condition (FMLA/CFRA);
- To care for your registered domestic partner (CFRA only).

For additional information about eligibility for family/medical leave, contact the Business Manager.

Military Family Leave Entitlements

- Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement for certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.
- Eligible employees may also take a special leave entitlement of up to 26 weeks of leave during a single 12-month period to care for a covered servicemember. (FMLA/CFRA for 12 weeks if the care provider is eligible for both, followed by 14 weeks of (FMLA only), or 26 weeks of FMLA only if leave is not CFRA covered leave). A covered servicemember is either:
    - A current member of the Armed forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or
    - A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

      *The FMLA definitions of "serious injury or illness" for current servicemembers and veterans are different from the FMLA definition of "serious health condition."

Calculating the 12-month Period

For purposes of calculating the 12-month period during which 12 weeks of family and medical leave or qualifying exigency leaves may be taken, OnePurpose School uses the Academic Year (the first day of July – to the last day of June).

Under most circumstances, leave under federal and state law will run at the same time and an eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

For leave to care for a covered servicemember, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered servicemember is for a maximum of 26 workweeks during a 12-month period.

Pregnancy, Childbirth or Related Conditions and Baby Bonding

Leave because of a disability for pregnancy, childbirth or related medical condition is not counted as time used under California law (CFRA). However, time off because of pregnancy disability, childbirth or related medical condition does count as family and medical leave under federal law (FMLA). Employees who take time off for pregnancy disability and who are eligible for FMLA will be placed on FMLA that runs at the same time as their pregnancy disability leave (PDL).

Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, the employee may apply for leave under the CFRA, for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the School will grant a request for a CFRA leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. The School may also grant additional requests for leave lasting less than two weeks at its discretion. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

For more information, contact the Principal or the Business Manager.

Leave Procedures

The following procedures shall apply when an employee requests family medical leave:

- Please contact the Business Manager as soon as you realize the need for family/medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for your serious health condition or that of a family member, you must notify the School in hard copy at least 30 days before leave is to begin. You must consult with your supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of your health care provider or the health care provider of your child, parent, or spouse.
- If you cannot provide 30 days' notice, the School must be informed as soon as is practical.
- If the FMLA/CFRA request is made because of your own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.
- If the second opinion differs from the first opinion, the School may require you, at the School's expense, to obtain the opinion of a third health care provider designated or approved jointly by you and the employer. The opinion of the third health care provider shall be considered final and binding on you and the School.

Certification

OnePurpose School requires you to provide certification. You will have 15 calendar days from the School's request for certification to provide it to the School, unless it is not practicable to do so. The School may require recertification from the health care provider if you request additional leave upon expiration of the time period in the original certification. *(For example, if you need two weeks of family and medical leave, but following the two weeks you need intermittent leave, a new medical certification will be requested and required.)* If the employee does not provide medical certification in a timely manner to substantiate the need for family and medical leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for a sick child, spouse, or parent, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider; and
- Confirmation that the serious health condition warrants your participation.

When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks family/medical leave for this reason.

If your serious health condition is the reason for leave, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Your inability to work at all or to perform any one or more of the essential functions of your position because of the serious health condition.

If you are absent because of your own serious health condition, the School will also require a medical release to return to work form or certification from your health care provider that you are able to resume work.

Failure to provide a release to return to work certificate from your health care provider will result in denial of reinstatement until the certificate is obtained.

Leave Related to Military Service

A leave taken due to a "qualifying exigency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a servicemember must be supported by a certification by the servicemember's health care provider or other certification

allowed by law. Special certification requirements apply to leaves related to military service.

Health and Benefit Plans

If you are taking family medical leave, you will be allowed to continue participating in any health and welfare benefit plans in which you were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered servicemember) at the level and under the conditions of coverage as if you had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if you had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover premiums paid to maintain health coverage if you fail to return to work following family/medical leave.

Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if you had continued to work. The right to continued group health coverage during pregnancy disability leave is a separate and distinct entitlement from the CFRA entitlement.

Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School may require, or you may choose, to use accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the School's normal paid leave policies. For more information on those specific circumstances requiring or allowing the substitution of paid leave contact the Business Manager.

Reinstatement

Under most circumstances, upon return from family/medical leave, you will be reinstated to your original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on family/medical leave would have been laid off had the employee not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after family/medical leave may be denied to certain salaried "key" employees under the following conditions:

- An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the worksite at which the employee worked at the time of the leave request;

- The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
- The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
- If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Time Accrual

Please contact the Business Manager with any questions regarding accrual of other School provided paid leave benefits (such as personal and sick days) during unpaid FMLA/CFRA leave. No time accrues while an employee is on unpaid leave.

Carryover

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12-workweek entitlement (26-workweek entitlement if leave is to care for a servicemember) in any 12-month period. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Intermittent Leave

You may take Family and Medical Leave Act/California Family Rights Act leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for your serious health condition or a qualifying family member and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is 4 hours.

See also the discussion of Pregnancy, Childbirth or Related Medical Conditions above.

Jury Duty and Witness Leave

OnePurpose School encourages employees to serve on jury duty when called. Non-exempt employees will receive full pay while serving up to 7 days of jury duty. Exempt employees will receive full salary unless they are absent for a full week and perform no work. You should notify your supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. You may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

Fees Paid by the Court

You may retain any mileage allowance or other fee paid by the court for jury services.

Military Leave

Employees who wish to serve in the military and take military leave should contact the Business Manager for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

Organ and Bone Marrow Donor Leave

Employees who are donors for organ or bone marrow may take paid time off as follows:

- Employees must be employed for at least a 90-day period immediately preceding the beginning of leave.
- Employees may take up to 30 business days of leave in any one-year period for the purpose of donating an organ to another person. The one-year period is calculated from the date the employee begins their leave.
- Employees may take up to 5 business days of leave in any one-year period for the purpose of donating bone marrow to another person. The one-year period is calculated from the date the employee's leave begins.
- During the leave for organ/bone marrow donors, OnePurpose School will continue to provide and pay for any group health plan benefits the employee was enrolled in prior to the leave of absence.
- Leave taken for the purpose of organ or bone marrow donation is not leave for the purpose of family medical leave under the federal Family and Medical Leave Act or the state California Family Rights Act.
- Employees who wish to take a leave of absence to donate bone marrow or an organ will be required to provide written verification of the need for leave, including confirmation that the employee is an organ or bone marrow donor and that there is a medical necessity for the donation of the organ or bone marrow.

OnePurpose School requires that employees taking leave for organ donation use two weeks of accrued but unused sick leave, PTO and/or vacation.

OnePurpose School requires that employees taking leave for bone marrow donation use five days of accrued but unused sick leave, PTO and/or vacation.

Once a Donor has exhausted the required paid sick, PTO and/or vacation leave, the employee will be paid for the remaining leave of absence, if additional leave is needed, up to the maximum allowed by law.

Paid Time Off

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment.

Employees are entitled to paid time off (PTO). Employees become eligible to take PTO at the end of the first full month as work schedules permit.

Sick Leave

OnePurpose School offers paid sick days to regular full-time employees at the rate of 7 days per school year. These days accrue fractionally on the last day of each month worked. Sick days may be used for illness. No one absence may be greater than 48 hours (absences greater than

48 hours require medical verification of illness or Business Manager approval for personal leave). All employees must complete a Report of Sick Day form within 48 hours of returning to work after being out sick. Sick days may accrue from year to year for a maximum of 10 days. Sick days are never paid out and may not be transferred to other employees

Discretionary Paid Time Off

OnePurpose School offers paid time off to regular full-time employees at the rate of 3 days per school year. These days accrue fractionally on the last day of each month worked. Discretionary Paid time off may accrue from year to year for a maximum of 5 days. Accrued and unused paid time off days may only be paid out upon termination. Discretionary Paid time off may be used for illness or discretionary days. All employees must complete a Request for Personal Leave form at least one week prior to taking leave. (Employees are strongly encouraged to request personal leave days with even greater advance notice when possible). Discretionary Paid time off may never be used to extend weekends that include either federal or school holidays. Discretionary Paid time off may not be transferred to other employees.

Vacation Days

OnePurpose School offers employees who work on 12-month employment agreements 25 vacation days that accrue fractionally from year to year with a maximum of 35 days. Employees who are eligible for Vacation Days should work with the management team to ensure use of Vacation Days have a minimal impact on workflow. Vacation Days are never paid out.

California Paid Sick Leave

Beginning July 1, 2015, California law provides for mandatory paid sick leave under the Healthy Workplaces, Healthy Families Act (the "Act"). All employees who have worked in California for the same employer for 30 or more days within a year from the start of their employment are eligible for protected paid sick time under the Act. Employees cannot be discriminated or retaliated against for requesting or using paid time off (PTO) for qualifying reasons protected by the Act.

OnePurpose School's paid off time policy meets the requirements of the Act. Our PTO policy provides a **minimum** of one hour of paid time for every 30 hours worked.

An employee can use accrued PTO for any of the qualifying reasons protected by the Act, as set forth below. If an employee decides to use PTO as protected paid sick time, the employee should designate the time off accordingly. Otherwise, OnePurpose School will treat the time off as PTO and not personal or vacation days.

If you have any questions, please contact the Business Manager.

Employees that have a foreseeable need to take paid time off for a qualifying reason under the Act must provide advance oral or written notification to the Principal and/or the Business Manager. If the need is not foreseeable, employees shall provide notice to the Principal and/or the Business Manager as soon as practicable.

Qualifying Reasons for Paid Sick Leave

Paid sick leave under the Act can be used for any of the following reasons:

- Diagnosis, care or treatment of an existing health condition for an employee or covered family member, as defined below.
- Preventive care for an employee or an employee's covered family member.
- For certain specified purposes when the employee is a victim of domestic violence, sexual assault or stalking.

For purposes of paid time off under the Act, a covered family member includes:

- A child: Defined as a biological, foster or adopted child; a stepchild; or a legal ward, regardless of the age or dependency status of the child. A "child" also may be someone for whom you have accepted the duties and responsibilities of raising, even if they are not your legal child.
- A parent: Defined as a biological, foster or adoptive parent; a stepparent; or a legal guardian of an employee or the employee's spouse or registered domestic partner. A "parent" may also be someone who accepted the duties and responsibilities of raising you when you were a minor child, even if they are not your legal parent.
- A spouse.
- A registered domestic partner.
- A grandparent.
- A grandchild.
- A sibling.

Parental Leave

California's New Parent Leave Act provides an employee with up to a maximum of 12 weeks of unpaid Parental Leave within one year of a child's birth, adoption or foster care placement if you meet all of the following eligibility requirements:

- You have been employed with the School for a total of at least 12 months prior to the commencement of leave;
- You have worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- You are employed at a worksite where there are 20 or more employees within a 75-mile radius.

If you are eligible for Parental Leave, you need to be aware of the following important information:

- You have the right to take up to a maximum of 12 weeks of unpaid, job-protected Parental Leave within one year of the child's birth, adoption or foster care placement.
- You are guaranteed employment in the same or comparable position at the end of your Parental Leave.
- Your group health benefits will be maintained during your Parental Leave at the same level and under the same conditions as if you continued to work (not to exceed 12 weeks over the course of a 12-month period for Parental Leave). If you currently contribute to the payment of benefits, you must continue to do so while on leave.
- If you do not return to work after your Parental Leave, you may be required to reimburse the School for its share of any group health insurance premium paid on your behalf during your Parental Leave — unless your failure to return is due to the continuation, recurrence, or onset of a serious health condition or other circumstances beyond your control.

You can choose to use vacation, sick leave or other accrued paid time off during your Parental Leave. Please advise the Business Manager if you wish to use any of your accrued leave benefits during your Parental Leave.

In addition, you may be eligible for Paid Family Leave (PFL) wage replacement benefits or other forms of wage replacement during your Parental Leave. Contact the Business Manager for more information regarding wage replacement.

If you have any questions about Parental Leave or other benefits, please contact the Business Manager.

San Francisco Paid Parental Leave

Employees who receive California Paid Family Leave (PFL) payments from the California Employment Development Department (EDD) for purposes of new child bonding during the first year after the child's birth or placement with the employee through foster care or adoption may be eligible to receive Supplemental Compensation from OnePurpose School required by San Francisco's Paid Parental Leave Ordinance (PPLO). The PPLO program does not provide employees with a right to a leave of absence; it is limited to a city-mandated wage replacement benefit for employees receiving PFL benefits from the state for new child bonding purposes.

OnePurpose School will provide Supplemental Compensation in an amount equal to 100 percent of your gross weekly wages, less the amount of PFL benefits, up to a cap if you are receiving the Maximum Weekly Benefit Amount under the PFL law. The total amount of Supplemental Compensation you receive from all employers, combined with PFL benefits, may not exceed 100 percent of your current normal gross weekly wages.

For more information about Supplemental Compensation, please contact the Business Manager.

To be eligible to receive Supplemental Compensation, you must:

- Have been employed with OnePurpose School at least 180 days prior to the start of the leave period;
- Perform at least eight hours of work per week for OnePurpose School in San Francisco;
- Perform at least 40 percent of your total work hours for OnePurpose School in San Francisco;
- Apply for and receive paid family leave compensation from the state of California under the California PFL law for the purpose of bonding with a new child; and

Before you can receive Supplemental Compensation, you must complete and submit a Paid Parental Leave Form (PPL Form) to the Business Manager. On the PPL Form, you must:

- Indicate how you will provide OnePurpose School with notice of the EDD PFL benefit amount you will receive from EDD (see below);
- Agree to reimburse OnePurpose School the full amount of Supplemental Compensation you received if you voluntarily separate from employment within 90 days of the end of the leave period and OnePurpose School requests reimbursement in writing; and
- Report wages from other employer(s), if any, and submit a copy of the completed PPL Form to each employer.

You can notify OnePurpose School of the amount of PFL you are receiving by selecting one or both of the following options:

- Providing OnePurpose School with a copy of the Notice of Computation as soon as you receive it from EDD, notifying OnePurpose School when you receive your first PFL payment from the EDD and providing OnePurpose School with the Notice of Payment

you receive from the EDD; and/or
- Providing the EDD with written authorization to disclose the weekly PFL benefit amount to OnePurpose School upon request, and then notify OnePurpose School on the PPL Form that you have granted such permission to EDD.

If you plan to receive PFL benefits intermittently, you must notify OnePurpose School of the schedule of intermittent leave you provided to the EDD.

Personal Leave

A personal leave of absence without pay may be granted at the discretion of OnePurpose School. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than six weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay.

Pregnancy Disability Leave

If you are pregnant, have a related medical condition, or are recovering from childbirth, please review this policy. Any employee planning to take pregnancy disability leave should advise the personnel department as early as possible. The individual should make an appointment with the Business Manager to discuss the following conditions:

- Duration of pregnancy disability leave will be determined by the advice of the employee's physician, but employees disabled by pregnancy may take up to four months of leave per pregnancy (the working days you normally would work in one-third of a year or 17 1/3 weeks). Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care, doctor-ordered bed rest, as well as other reasons. Your healthcare provider determines how much time you need for your disability;
- OnePurpose School will also reasonably accommodate medical needs related to pregnancy, childbirth, or related conditions or temporarily transfer you to a less strenuous or hazardous position (where one is available) or duties if medically needed because of your pregnancy;
- Employees who need to take pregnancy disability must inform OnePurpose School when a leave is expected to begin and how long it will likely last. If the need for a leave, reasonable accommodation, or transfer is foreseeable (such as the expected birth of a child or a planned medical treatment for yourself), employees must provide at least 30 days advance notice before the pregnancy disability leave or transfer is to begin. Employees must consult with the personnel manager regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee's health care provider;
- For emergencies or events that are unforeseeable, we need you to notify the School, at

least verbally, as soon as practical after you learn of the need for the leave;

- Failure to comply with these notice requirements may result in delay of leave, reasonable accommodation, or transfer;
- Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide OnePurpose School with a written certification from a health care provider for need of PDL, reasonable accommodation or transfer. The certification must be returned no later than 15 calendar days after it is requested by the School. Failure to do so may, in some circumstances, delay PDL leave, reasonable accommodation or transfer. Please see the Business Office for a medical certification form to give to your health provider;
- Leave returns will be allowed only when the employee's physician sends a release;
- An employee will be required to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave; and
- Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of 4 hours.

If intermittent leave or leave on a reduced work schedule is medically advisable the employee may, in some instances, be required to transfer temporarily to an available alternative position that meets the employee's needs. The alternative position need not consist of equivalent duties, but must have the equivalent rate of pay and benefits. The employee must be qualified for the position. The position must better accommodate the employee's leave requirements than their regular job. Transfer to an alternative position can include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work schedule.

Upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to their same position held at the time the leave began or, in certain instances, to a comparable position, if available. There are limited exceptions to this policy. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

Employees on pregnancy disability leave will be allowed to continue to participate in group health insurance coverage for up to a maximum of four months of disability leave (if such insurance was provided before the leave was taken) at the level and under the conditions that coverage would have been provided if the employee had continued in employment continuously for the duration of the leave. In some instances, an employer can recover from an employee premiums paid to maintain health coverage if the employee fails to return following pregnancy disability leave. PDL may impact other benefits or a seniority date. Please contact the personnel department for more information.

Sick Leave - San Francisco

As of February 7, 2007, San Francisco law provides for mandatory paid sick leave under the City's Paid Sick Leave Ordinance (the "PSLO"). As of July 1, 2015, California law provides for mandatory paid sick leave under the Healthy Workplaces, Healthy Families Act (the "State Law"). The School’s policy is intended to comply with the requirements of the PSLO and the

State Law by providing a single paid sick leave benefit ("San Francisco Sick Leave," or "SFSL"). Employees eligible for SFSL are not eligible for sick leave under any other School policy.

If you have any questions about SFSL, please contact the Business Manager.

Eligible Employees

All employees, including part-time and temporary employees, who work at least 56 hours per year in the City and County of San Francisco for OnePurpose School will be entitled to SFSL.

However, new employees are not eligible to use SFSL until their 90th day of employment.

Amount of San Francisco Sick Leave

Eligible employees accrue SFSL at the rate of one hour of SFSL for every 30 hours worked, beginning on their first day of employment with the School. SFSL accrues in hour-unit increments.

The School does not pay employees for unused SFSL. Employees who are rehired within one year of separation from employment may be eligible for reinstatement of previously accrued and unused SFSL.

Qualifying Reasons for San Francisco Sick Leave

San Francisco Sick Leave can be used for the following reasons:

- For medical care, treatment, diagnosis, or preventive care, or for any other medical reason related to an employee's own illness, injury, or medical condition.
- To aid or care for a covered family member, as defined below, who is receiving medical care, treatment, diagnosis, or preventive care, or for any other medical reason related to a covered family member's illness, injury, or medical condition.
- For certain, specified purposes when an employee is a victim of domestic violence, sexual assault, or stalking.
- For purposes related to donating the employee's bone marrow or an organ of the employee to another person, or to care for or assist a covered family member for purposes related to that person's donating bone marrow or an organ to another person.

For purposes of SFSL, a covered family member includes:

- A child, defined as a biological, foster, or adopted child; a stepchild; or a legal ward, regardless of the age or dependency status of the child. "Child" also includes a child of a domestic partner or a child to whom you act as a parent, even if they are not your legal child.
- A parent, defined as a biological, foster, or adoptive parent; a stepparent; or a legal

guardian. "Parent" also includes a person who is a biological, foster, or adoptive parent, a stepparent, or a legal guardian of your spouse or registered domestic partner; or a person who acted as your parent when you were a minor, even if they are not your legal parent.

- A sibling, including biological, adoptive, foster and step-relationships.
- A grandparent, including biological, adoptive, foster and step-relationships.
- A grandchild, including biological, adoptive, foster and step-relationships.
- A spouse.
- A registered domestic partner.
- A designated person you name in advance on a form provided for this purpose, if you do not have a spouse or registered domestic partner.

Use of San Francisco Sick Leave

San Francisco Sick Leave is intended to be used only when actually required for the reasons described above and is not to be used for other "personal" absences. Employees are not required, as a condition of using SFSL, to search for or find a replacement worker to cover the hours during which the employee is using SFSL. Employees cannot be discriminated against or retaliated against for requesting or using accrued SFSL.

If the need for paid sick leave is foreseeable, employees shall provide reasonable advance oral or written notification to the Business Manager. If the need for paid sick leave is not foreseeable, employees shall provide notice of the need for the leave to the Business Manager as soon as practicable

An employee's use of SFSL may run concurrently with other leaves under local, state, or federal law.

Incremental Use

San Francisco Sick Leave can be used in a minimum increment of 4 hours.

San Francisco Sick Leave and Workers' Compensation Benefits

San Francisco Sick Leave is a benefit that also covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy or other prescribed appointments will not be paid as time worked. If you have accrued and unused SFSL, you may use SFSL to receive pay for these absences.

If you do not have accrued SFSL, you may choose to substitute vacation/paid time off for further absences from work related to your illness or injury.

School Appearances Involving Suspension

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their supervisor at least two days' notice.

Victims of Crime Leave

An employee who is themselves a victim or who is the family member of a victim of certain serious crimes may take time off from work to attend judicial proceedings related to the crime or to attend proceedings involving rights of the victim.

A family member of a crime victim may be eligible to take this leave if they are the crime victim's spouse, parent, child or sibling. Other family members may also be covered, depending on the purpose of the leave.

The absence from work must be in order to attend judicial proceedings or proceedings involving rights of the victim. Only certain crimes are covered. You must provide reasonable advance notice of your need for leave and documentation related to the proceeding may be required. If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings or proceedings involving victim rights will be unpaid, unless you choose to take paid time off.

For more information regarding this leave (including whether you are covered, when and what type of documentation is required and which type of paid time off can be used), please contact a School representative with day-to-day personnel responsibilities.

Volunteer Civil Service Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter, peace officer, or emergency rescue personnel. Employees who perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel may also take up to a total of fourteen days unpaid leave time per calendar year to engage in required fire, law enforcement or emergency rescue training. Please alert your supervisor that you may have to take time off for emergency duty or emergency duty training. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

Benefits

Benefits Overview

OnePurpose School is committed to providing the following benefits for eligible employees. Benefit eligibility may be dependent upon your employee classification (full-time versus part-time, for example) and on length of continuous employment at OnePurpose School. Benefit eligibility requirements may also be imposed by the plans themselves.

Upon becoming eligible for certain employee benefit plans, you will receive Summary Plan Descriptions which describe the benefits in greater detail. For information regarding employee benefits and to answer any questions please contact the Business Manager.

The School reserves the right to modify, amend or terminate benefits and to modify or amend benefit eligibility requirements at any time and for any reason, subject to any legal restrictions.

The School offers the following employee benefits:

- Health Insurance for Employees (100% Premiums)
- Dental Insurance for Employees (100% Premiums)
- Health Insurance for Dependents and Spouses (50% Premiums)
- Dental Insurance for Dependents and Spouses (50% Premiums)
- 403b Retirement Plan with employer contribution
- Workers Compensation Insurance

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of OnePurpose School or the individual employees that directly relates to an employee's work duties. Attendance at such activities, whether required by the School or requested by individual employees, requires the written approval of an employee's supervisor. To obtain approval, any employee wishing to attend an

activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Supervisors may ask employees to make either a written or verbal presentation upon completion of the employee's external education.

Attendance at any such event is subject to the following policies on reimbursement and compensation. For attendance at events required or authorized by the School, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. Reimbursement policies regarding these expenses should be discussed with an employee's supervisor in advance.

Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices. Hours commuting or not directly a part of the event is not paid hours.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While OnePurpose School generally encourages all employees to improve their knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

Holidays

For the Academic Year 2019 - 2020 calendar year, OnePurpose School observes the following paid holidays for its all employees:

• Labor Day	September
• Indigenous People's Day	October
• Veteran's Day	November
• Thanksgiving Day	November
• Friday after Thanksgiving Day	November
• Christmas Day	December
• New Year's Day	January
• Martin Luther King Jr. Day	January
• Lunar New Year	January
• President's Day	February
• Memorial Day	May
• 4th of July	July (paid only for 12-month employees)

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, OnePurpose School may grant another day off in lieu of closing. Holiday observance will be announced in advance. Instructional employees on 11-

month employment cycles are paid during school breaks that are not holidays mentioned above.

Each non-exempt employee's eligibility for holiday pay begins after completion of his or her trial period. To be eligible for holiday pay, an employee must be regularly scheduled to work on the day on which the holiday is observed and must work that employee's regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by that employee's supervisor or the absence is otherwise protected by law. If an employee is required to work on a paid scheduled holiday that employee will receive straight time.

San Francisco Lactation Accommodation

OnePurpose School recognizes lactating employees' rights to request lactation accommodation, and accommodates lactating employees by providing a reasonable amount of break time and a suitable lactation location to any employee who desires to express breast milk for the employee's child, subject to any exemption allowed under applicable law.

The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the employee shall be unpaid. The time that it takes an employee to get to and from the lactation location and, if at a separate location, to and from a refrigerator and sink with running water, shall not be included as part of an employee's break time.

The lactation location will be private (shielded from view and free from intrusion from co-workers and the public) and located close to the employee's work area. The location will be safe, clean and free of toxic or hazardous materials; have a surface to place a breast pump and other personal items; have a place to sit; and have access to electricity. OnePurpose School will also provide access to a refrigerator and a sink with running water in close proximity to the employee's work area. The lactation location will not be a bathroom or restroom. The room or location may include an employee's private office if it otherwise meets the requirements of the lactation space. Multi-purpose rooms may be used as lactation space if they satisfy the requirements for space; however, use of the room for lactation takes priority over other uses.

Employees who desire lactation accommodations should contact the Business Manager to request accommodations. An employee's request may be provided orally, by email, or in writing, and need not be submitted on a specific form. (Documentation, such as a doctor's note, is not required for a lactation accommodation, or as to the number of or duration of lactation breaks needed by an employee.) We will respond in writing or by email to your request within five business days and will engage in an interactive process with you to determine when and where lactation breaks will occur. Denials of requests will be in writing and identify the basis for denial or assertion of an undue hardship as required by law. Records relating to accommodation requests will be kept in accordance with applicable law.

Discrimination on the basis of sex includes discrimination based on breastfeeding and related medical conditions, and is unlawful. San Francisco's Lactation in the Workplace Ordinance expressly prohibits retaliation against lactating employees for exercising their rights granted by the ordinance. The School will not tolerate retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodation.

Paid Family Leave

Employees may be eligible for Paid Family Leave (PFL) wage replacement benefits, which are funded through payroll deductions and coordinated through the Employment Development Department. PFL provides partial pay for up to six weeks when an employee needs to take leave from work to care for a parent, parent-in-law, child, spouse, registered domestic partner, grandparent, grandchild, or sibling who is seriously ill, or for a working parent who wants time to bond with their newborn, foster child or newly adopted child. The PFL program does not provide employees with a right to a leave of absence; it is limited to a state-mandated wage

replacement benefit.

Workers' Compensation

OnePurpose School, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Assistance to help qualified injured employees return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written *Employee's Claim for Workers' Compensation Benefits* (DWC Form 1) and return it to the Business Manager; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to their same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of their job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the Americans with Disabilities Act.

The law requires OnePurpose School to notify the workers' compensation insurance School of any concerns of false or fraudulent claims.

Workers' Compensation and FMLA/CFRA

Employees who are ill or injured as a result of a work-related incident, and who are eligible for family and medical leave under state and federal law (Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA)), will be placed on FMLA/CFRA during the time they are disabled and not released to return to work. The leave under these laws runs concurrently, and eligible employees will be on FMLA/CFRA for a maximum of 12 weeks in a 12-month period Academic Year.

Paid Sick Leave and Workers' Compensation Benefits

Paid sick leave is a benefit that also covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment, if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy or other prescribed appointments will not be paid as time worked. If you have accrued and unused sick leave, you may choose to substitute paid sick leave for any time that would otherwise be unpaid.

If you do not have accrued, paid sick leave, or if you have used all of your sick leave, you may choose to substitute vacation/paid time off for further absences from worked, related to your illness or injury.

Management

Employee Property

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of OnePurpose School property, possession of dangerous weapons or firearms, or abuse of the School's drug and alcohol policy.

Employment of Relatives

Relatives of employees may be eligible for employment with OnePurpose School only if individuals involved do not work in a direct supervisory relationship, or in job positions in which there is a conflict of interest. The School defines "relatives" as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Current employees who marry or become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest.

Names and Addresses Policy

OnePurpose School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

Open-Door Policy

Suggestions for improving OnePurpose School are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. Your complaints, questions, and suggestions also are of concern to the School.

If you have a complaint, suggestion or question, speak with your immediate supervisors as soon as possible. If you are not comfortable speaking to your immediate supervisor, please bring the issue to the personnel manager or any other member of management.

Moreover, if you have raised the issue and If the problem persists, you may present it to the personnel manager, who will investigate and provide a solution or explanation.

If the problem is not resolved, you may also present the problem to the president of OnePurpose School, who will attempt to reach a final resolution.

While a written complaint will assist us in investigating your concerns, it is not required that you put your complaint in writing. If you need assistance with your complaint, or you prefer to make a complaint in person, contact the Principal or the Business Manager.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, OnePurpose School values your observations and you should feel free to raise issues of concern without the fear of retaliation.

Performance Evaluations

Each employee will receive periodic performance reviews conducted by that employee’s supervisor. The first performance evaluation will take place at the conclusion of an academic year. Subsequent performance evaluations will be conducted at the conclusion of an academic year. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

An employee’s performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward other employees. The performance evaluations are intended to make employee’s aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of OnePurpose School and depend upon many factors in addition to performance. After the review, employees will be required to

sign the evaluation report simply to acknowledge that it has been presented to the employee and was discussed it with the employee's supervisor.

Personnel Records

Employees have a right to inspect or receive a copy of that employee's personnel record that OnePurpose School maintains relating to performance or to any grievance concerning that employee. Certain documents may be excluded or redacted from released personnel file by law, and there are legal limitations on the number of requests that can be made.

Any request to inspect or copy personnel records must be made in writing to the Business Manager.

Employee's may designate a representative to conduct the inspection of the records or receive a copy of the records. However, any designated representative must be authorized by that employee in writing to inspect or receive a copy of the records. OnePurpose School may take reasonable steps to verify the identity of any representative you have designated in writing to inspect or receive a copy of your personnel records.

The personnel records may be made available either at the place where the employee worked or at a mutually agreeable location (with no loss of compensation for going to that location to inspect or copy the records). The records will be made available no later than 30 calendar days from the date OnePurpose School receives your written request to inspect or copy your personnel records (unless you/your representative and OnePurpose School mutually agree in writing to a date beyond 30 calendar days but no later than 35 calendar days from receipt of the written request).

If an employee requests a copy of the contents of your file, that employee will be charged for the actual cost of copying.

Disclosure of personnel information to outside sources, other than your designated representative, will be limited. However, OnePurpose School will cooperate with request from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Telecommuting

Telecommuting provides employees with an opportunity to work from an alternative work environment instead of in the primary location of the School. Telecommuting must be pre-approved by an employee's supervisor and cannot be initiated without a *Telecommuting Agreement*.

OnePurpose School retains the right in its sole discretion to designate positions that are appropriate for telecommuting and approve employees for telecommuting. Telecommuting must be approved by an employee's supervisor. Telecommuting does not change the conditions of employment or required compliance with all School policies and procedures. The School reserves the right to change or terminate the *Telecommuting Agreement* at any time, without cause or advance notice. An employee's ability to work under a Telecommuting Agreement

rests in the sole discretion of the School. Telecommuting is a privilege and may not be appropriate for all employees. If an employee wishes to request a *Telecommuting Agreement*, they should contact their supervisor and ask for a *Telecommuting Request* form.

Telecommuting Safety

The Telecommuter is solely responsible for ensuring the safety of their alternative work environment. However, because the School is legally obligated to provide its employees with a workplace that is free from hazards that might cause serious harm or injury, the School reserves the right to periodically inspect the Telecommuter's home work space. Any such inspection will be preceded by advance notice and an appointment will be scheduled. Telecommuters are protected by the School's workers' compensation insurance. As such, Telecommuters are required to immediately report any injuries that occur while working.

The Telecommuter shall be liable for any injuries that occur to third parties at or around the Telecommuter's alternative work environment.

Telecommuting Plan

All Telecommuters will be required to sign a *Telecommuting Agreement* with their supervisor that outlines the days and work hours (as applicable) of the Telecommuter; equipment the Telecommuter will need; how the Telecommuter will communicate with the School; use of support or secretarial staff; and other appropriate information.

Hours of Work

Unless otherwise agreed in the *Telecommuting Agreement*, hours and days of work will not change. Employees agree to apply themselves during work hours.

Non-exempt employees agree not to work outside of scheduled hours without advance approval; this includes such activities as checking and responding to emails. Any work outside of a scheduled shift must be reported to a supervisor.

Telecommuting is not intended as a substitute for child care or care for another adult. If a child or adult needs care during work time, another responsible individual is expected to be present.

Attendance at Meetings

Telecommuters are expected to attend all required meetings.

Costs Associated with Telecommuting

The School shall not incur additional costs due to a *Telecommuting Agreement*. The *Telecommuting Agreement* will specify any costs the School will cover.

Workplace Privacy - Audio/Video Recordings

Due to concerns regarding the potential for invasion of privacy, sexual or other harassment, and protection of proprietary or confidential information, employees may not use any audio or video recording devices while on working time. Employees also may not use any audio or video recordings in work areas that OnePurpose School has identified as confidential, secure or private, unless the employee is engaged in protected activity related to improving the terms and conditions of his/her employment, such as documenting health and safety issues.

School Property

Employer Property

Lockers, furniture, desks, computers, cell phones, data processing equipment/software, vehicles, projectors, and student computers are OnePurpose School property and must be maintained according to School rules and regulations. They must be kept clean and are to be used only for work-related purposes. OnePurpose School reserves the right to inspect all School property including computer or phone data or messages to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Prior authorization must be obtained before any School property may be removed from the premises.

School voice mail and/or electronic mail (e-mail) including texting, pagers and mobile email are to be used for business purposes. OnePurpose School reserves the right to monitor voice mail messages, and e-mail messages, and texts to ensure compliance with this rule, without notice to the employee and at any time, not necessarily in the employee's presence.

OnePurpose School may periodically need to assign and/or change "passwords" and personal codes for school-owned systems and technology, including

- alarm systems, emails, computers, cell phones, copiers, printers, tablet computers, and scanners

These communication technologies and related storage media and databases are to be used only for School business and they remain the property of OnePurpose School violations of this may result in legal action.

OnePurpose School reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system. Messages on the school voice-mail and email systems are subject to the same school policies against discrimination and harassment as are any workplace communications. Offensive, harassing or discriminatory content in such messages will not be tolerated.

No personal locks may be used on School-provided lockers unless the employee furnishes a copy of the key or the combination to the lock. Unauthorized use of a personal lock by an employee may result in losing the right to use a School locker.

For security reasons, employees should not leave personal belongings of value in the workplace. Terminated employees should remove any personal items at the time they leave OnePurpose School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Guests and Visitors

Visits from friends and family are to be kept to a minimum, in order to preserve an appropriate work environment. It is extremely important that the impression left with OnePurpose School

visitors is that of a professional organization with the highest standards of conduct.

Visitors who will remain on site for more than 30 minutes, or any that will support the custody of the students must complete a Live Scan background screening at the visitor's expense before being on site. The school may choose to reimburse certain visitors based on the circumstances of their visit.

Emergencies in which children must be in the office for an extended length of time are to be kept to an absolute minimum. The School may not be used as a substitute for regular child care of employees' children. On those occasions when children are present, they should not be allowed to disrupt others in the office.

An employee's child is that employee's responsibility and must be under that employee's direct supervision at all times. If a child is ill, the employee must present a doctor's note to the employee's immediate supervisor indicating the child is not contagious. Under no circumstances may children provide work for the School, unless the child is hired as an employee pursuant to School policies.

If an employee wishes to bring a minor child to work and prior notice is possible, request from the employee's supervisor and complete the *Guest and Visitors Request* form, which will be reviewed by Office Manager. You should also use the *Guest and Visitors Request* form if you wish to bring your pet to work.

The School reserves its right in its sole discretion to deny such a request for reasons including, but not limited to, the requested guest or visitor has been disruptive in the past, there is a special event scheduled on the date(s) requested, or the work environment is not appropriate for the visitor or guest due to safety or other reasons.

Housekeeping

All employees are expected to keep their work areas clean and organized. People using common areas such as lunch rooms, locker rooms, and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

Parking

Employees may park their vehicles in designated areas, if space permits. If space is unavailable, employees must park in permissible public areas in the vicinity of OnePurpose School property. Employees may not use parking areas specifically designated for families, vendors, School vehicles, or reserved for managers. OnePurpose School is not responsible for any loss or damage to employee vehicles or contents while parked on School property.

Smoking

Smoking is prohibited at this workplace. The smoking prohibition applies to all smoking devices, including, but not limited to, the use of electronic smoking devices, such as electronic cigarettes, pipes, hookahs, and vaping devices.

Solicitation and Distribution of Literature

In order to ensure efficient operation of the School's business and to prevent disruption to employees, we have established control of solicitations and distribution of literature on School property. OnePurpose School has enacted rules applicable to all employees governing solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply strictly with these rules. Any employee who is in doubt concerning the application of these rules should consult with their supervisor.

No employee shall solicit or promote support for any cause or organization during their working time or during the working time of the employee or employees at whom such activity is directed. No employee shall distribute or circulate any written or printed material in work areas at any time, or during their working time or during the working time of the employee or employees at whom such activity is directed.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on School property.

Employee Conduct

Business Conduct and Ethics

No employee may accept a gift or gratuity from any customer, vendor, supplier, or other person doing business with OnePurpose School because doing so may give the appearance of influencing business decisions, transactions or service. Please discuss expenses paid by such persons for business meals or trips with the School in advance.

Conducting Personal Business

Employees are to conduct only OnePurpose School business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours.

Confidential Information

Each employee is responsible for safeguarding the confidential information obtained during employment.

In the course of your work, you may have access to trade secrets or similarly protected proprietary or confidential information regarding OnePurpose School's business (such as financial data, research and development, marketing, business plans or strategies, suppliers, business partners or customers). You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties or as required by law.

Access to, or disclosure of, confidential information should be on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated, and legal action may be taken by the School.

This policy does not prohibit employees from confidentially disclosing trade secret, proprietary or confidential information to federal, state and local government officials, or to an attorney, when done to report or investigate a suspected violation of the law. Employees may also disclose the information in certain court proceedings if specific procedures to protect the information are followed. Nothing in this policy is intended to conflict with 18 U.S.C. sec. 1833(b) or create liability for disclosures of trade secrets that are expressly allowed by 18 U.S.C. sec. 1833(b).

Conflicts of Interest

All employees must avoid situations involving actual conflict of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of OnePurpose School, which impairs an employee's ability to exercise good judgment on behalf of the School, can create an actual conflict of interest. Supervisor-subordinate romantic or personal relationships also can

lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to their immediate supervisor, or any other appropriate supervisor, for a determination about whether an actual conflict exists. If an actual conflict is determined, OnePurpose School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Dress Codes and Other Personal Standards

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Clothing should be neat, clean and tasteful.

Because each employee is a representative of OnePurpose School in the eyes of the public, each employee must report to work properly groomed and wearing appropriate clothing. Employees are expected to dress neatly and in a manner consistent with the nature of the work performed.

Specific dress codes will be explained to an employee by their supervisor during their orientation.

Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

This dress code policy will not be enforced in a manner that discriminates against anyone based on a protected class, such as race, sex, gender identity or gender expression, religion, national origin or any other class protected by federal, state or local law. For more information, see the *Harassment, Discrimination and Retaliation Prevention* policy. Employees who need a reasonable accommodation because of religious beliefs, observances or practices should contact a school representative with day-to-day personnel responsibility and discuss the need for accommodation.

Drug and Alcohol Abuse

OnePurpose School is concerned about the use of alcohol, marijuana, illegal drugs or controlled substances as it affects the workplace. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and seriously impair School operations. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes the School to the risks of property loss or damage, or injury to other persons.

The following rules and standards of conduct apply to all employees while on School property, at work, or working on School business. The following are strictly prohibited by School policy:

- Being under the influence of, or impaired by, an illegal or controlled substance, alcohol or marijuana while on the job.

- Using or possessing illegal or controlled substances, alcohol or marijuana while on the job (including the illegal use of prescription drugs and possessing drug paraphernalia)
- Distributing, selling, or purchasing of an illegal or controlled substance, alcohol or marijuana while on the job.

Violation of these rules and standards of conduct will not be tolerated. OnePurpose School also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, OnePurpose School reserves the right to conduct searches of School property or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off School property will not be tolerated because such conduct, even though off duty, reflects adversely on OnePurpose School. In addition, the School must keep people who sell or possess controlled substances off School premises in order to keep the controlled substances themselves off the premises.

OnePurpose School will encourage and reasonably accommodate employees with alcohol, marijuana or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. The School is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug, alcohol or marijuana use. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be reemployed or be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect the School's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only contact people designated by the Chair of the Board of Directors, or designee, may comment to news reporters on OnePurpose School policy or events relevant to OnePurpose School.

This policy does not limit an employee's right to discuss the terms and conditions of his or her employment, or to try and improve these conditions.

Off-Duty Conduct

While OnePurpose School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests.

Off-duty conduct by an employee that directly conflicts with the School's essential business interests and disrupts business operations will not be tolerated.

Other Employment

While employed by OnePurpose School, employees are expected to devote their energies to their jobs with the School.

Employment that directly conflicts with the School's essential business interests and disrupts business operations is strictly prohibited.

Employees who wish to engage in additional employment that may create a real conflict of interest must submit a written request to OnePurpose School explaining the details of the additional employment. If the additional employment is authorized, OnePurpose School assumes no responsibility for it. OnePurpose School shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Political Activity

Many employees participate in political activities on their own time. School time, facilities, property or equipment (including all computers, networks, and electronic equipment) must not be used for an employee's outside political activities. OnePurpose School will not reimburse any employee for political contributions, and employees should not attempt to receive or facilitate such reimbursements.

Absent a formal statement by OnePurpose School announcing any political endorsements, employees must not, through their own actions, speech, contributions, or written communication, mislead others to believe that OnePurpose School officially endorses or opposes any candidates for political office that OnePurpose School itself has not publicly announced. School employees are entitled to their own personal position.

The School will not discriminate against employees based on their lawful political activity engaged in outside of work.

Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives. The following conduct is prohibited and will not be tolerated by OnePurpose School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsifying employment records, employment information, or other School records;
- Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time card, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;

- Removing or borrowing School property without prior authorization;
- Unauthorized use or misuse of School equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on School property;
- Participating in horseplay or practical jokes on School time or on School premises;
- Carrying firearms or any other dangerous weapons on School premises at any time;
- Causing, creating or participating in a disruption of any kind during working hours on School property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive, threatening or intimidating language at any time on School premises;
- Violation of School punctuality and attendance policies. Absences protected by state or federal law do not count as violations of this policy. Protected paid sick time under California law does not count as a violation of this policy;
- Failing to obtain permission to leave work for any reason during normal working hours, not including meal periods;
- Failing to observe working schedules, including rest and lunch periods;
- Sleeping or malingering on the job;
- Making or accepting personal telephone calls, including cell phone calls, of more than three minutes in duration during working hours, except in cases of emergency or extreme circumstances;
- Working overtime without authorization or refusing to work assigned overtime;
- Violation of dress standards;
- Violating any safety, health, security or School policy, rule or procedure;
- Violation of the School's drug and alcohol policy;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Violating the School's anti-harassment or equal employment opportunity policies; and
- Failing to promptly report work-related injury or illness.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either you or OnePurpose School remain free to terminate the employment relationship at any time, with or without reason or advance notice.

Prohibited Use of School Cell Phone While Driving

In the interest of the safety of our employees and other drivers, OnePurpose School employees are prohibited from using cell phones (including all smart phones) or other wireless communication devices (including laptops) while driving on School business and/or School time. This prohibition includes any use of the cell phone or other wireless communications device, such as answering or placing calls, engaging in conversations, texting, Web browsing or using any smart phone application while driving.

If your job requires that you keep your cell phone or other wireless communication device turned on while you are driving, you must use a hands-free, voice-operated device at all times. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on School business and/or School time. Violating this policy is a violation of law and a violation of School rules.

Punctuality and Attendance

As an employee of OnePurpose School, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and your supervisor. When you are absent, your assigned work must be performed by others.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must provide reasonable advance notice to your supervisor before the time you are scheduled to begin working for that day. You must inform your supervisor of the expected duration of any absence. If you fail to provide reasonable advance notice before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. If the circumstances for your tardiness or absence were unforeseen, inform your supervisor as soon as practicable of the reason for the tardiness or absenteeism.

Excessive absenteeism or tardiness, providing false information or abuse of leave laws will not be tolerated. Generally, if you fail to report for work without any notification to your supervisor and your absence continues for a period of 3 days, OnePurpose School will consider that you have voluntarily abandoned or quit your employment.

Absences protected by local, state and federal law do not count as a violation of the punctuality and attendance policy. Paid sick time protected under California law does not count as a violation of this policy.

Wages

Advances

OnePurpose School does not permit advances against paychecks or against unaccrued vacation.

Summer Hold Back

Summer holdback is a payroll deduction designed specifically for salaried school personnel in order to provide them with regular payroll checks during the summer month(s) when they are not working.

It works much like a savings plan, but without the benefit of earning interest. Money is deducted from an employee's *net pay* and set aside to be distributed during the summer break period.

Summer holdback is determined using a percentage of your net pay. In most cases, an employee's pay would be consistent throughout the month of July; however, there are many variables that do affect the amount deducted, and ultimately the amount paid back. Some examples are:

- ***Increases/decreases in pay*** cause fluctuation in summer holdback calculations. This includes permanent changes to pay as well as situations such as docked pay for absences, bonuses, stipends, overtime, etc.
- ***Changes in tax withholding***. Tax rates change from time to time, as do the federal and state withholding tables. Employees may also voluntarily change their withholding status, thus causing changes to net pay.
- ***Employees who work less than the whole school year*** will not have the full amount deducted for summer holdback. Summer holdback is collected from each paycheck, and when a pay period is missed there is no mechanism to "make up" deductions – it is simply skipped and you will receive less money in the summer.
- ***Manual checks*** – when a check is produced outside of the regular payroll run summer holdback generally is not calculated on those payments.

Expense Accounts and Reimbursements

OnePurpose School reimburses employees for legitimate business expenses with proper documentation. Employees who have expense accounts or who have incurred business expenses must submit required receipts to the Business Manager for approval. In order to avoid misunderstandings and possible non-reimbursements, employees should have expenses pre-approved prior to incurring expenses they expect to be reimbursed.

If you have any questions about the School's expense reimbursement policy, contact the Principal, or the Business Manager.

Cellphone Policy

OnePurpose School ("the School") recognizes that certain designated employees may occasionally be required to make business telephone calls and send and receive business e-mail and text messages. Designated employees who are required to perform these functions as part of their job duties will either be issued a School-owned cell phone or will receive reasonable reimbursement for the value of the use of their personal cell phones in direct consequence of the discharge of their job duties.

The School will pay a flat amount to reimburse employees who are regularly required to use their personal cell phones to perform their job duties. A copy of the employee's cell phone bill must be attached with the expense report.

Employees are prohibited from using cell phones for personal calls, text messages or games during work time (except during meal and rest periods). School policies concerning harassment, discrimination, retaliation, trade secrets, confidential information and ethics apply to employee use of personal cell phones. Employees are expected to protect personal devices used for work-related purposes from loss, damage or theft.

Employees are expected to follow applicable local, state and federal laws and regulations at all times, including the use of hands-free devices while driving. Employees who are charged with traffic violations resulting from the use of their personal cell phones while driving will be solely responsible for all liabilities that result from such actions.

Employees who work in hazardous areas must refrain from using personal devices while at work in those areas, as such use can potentially be a major safety hazard.

If an employee has a specific question regarding the school's cellphone policy, please contact the Business Manager.

Meal and Rest Periods

Rest Breaks

All non-exempt employees are entitled to uninterrupted rest break periods during their workday. If you are a non-exempt employee, you will be paid for all such break periods, and you will not clock out.

Number of Rest Breaks

You will be authorized and permitted one (1) 10-minute net rest break for every four (4) hours you work (or major fraction thereof, which is defined as any amount of time over two [2] hours).

A rest break need not be authorized for employees whose total daily work time is less than three and one half (3.5) hours.

You will be relieved of all duty during your rest break periods. You are free to come and go as you please and are free to leave the premises. You are expected to return to work promptly at the end of any rest break.

If you work a shift from three and one-half (3.5) to six (6) hours in length you will be entitled to one (1) ten-minute rest break. If you work more than six (6) hours and up to 10 hours, you will be entitled to two (2) ten-minute rest breaks. If you work more than 10 hours and up to 14 hours, you will be entitled to three (3) ten-minute rest breaks.

Timing of Rest Breaks

Employees are authorized and permitted to take a rest break in the middle of each four-hour work period. Employee rest break will be scheduled by the employee's supervisor

Meal Period

All non-exempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if an employee work more than five (5) hours in a workday. An employee must clock out for the employee's meal period. Employees will be permitted a reasonable opportunity to take this meal period and will be relieved of all duty. During an employee's meal period, that employee is free to leave the premises. Employees are expected to return to work promptly at the end of any meal period.

If an employee's total work period for the day is more than five hours per day but no more than six hours, that employee may waive the meal period. This cannot be done without the mutual consent of an employee and the employee's supervisor. Employees must discuss any such waiver with that employee's supervisor in advance.

The waiver must be in writing.

Timing of Meal Period

An employee's meal period will be provided no later than the end of your fifth hour of work. For example, if you begin work at 8:00 a.m., you must start your meal period by 12:59 p.m. (which is before the end of your fifth hour of work).

Employee's meal period should communicate with their supervisor

Second Meal Period

If an employee work more than 10 hours in a day, that employee will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for your meal period. The employee will be permitted a reasonable opportunity to take this meal period, and

you will be relieved of all duty. There will be no control over your activities during your meal period. During that employee's meal period, that employee is free to leave the premises. Employees are expected to return to work promptly at the end of any meal period.

Depending on the circumstances, employees may be able to waive an employee's second meal period if that employee took the first meal period and if an employee's total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of an employee and an employee's supervisor and must be in writing. Employees must discuss any such waiver with an employee's supervisor in advance.

Timing of Second Meal Period

This second meal period will be provided no later than the end of an employee's 10th hour of work.

Employees second meal period should communicate with an employee's supervisor.

Recording Meal Periods

Employees must clock out for any meal period and record the start and end of the meal period.

Employees are not allowed to work "off the clock." All work time must be accurately reported on your time record.

If for any reason an employee is not provided a meal period in accordance with the School's policy, or if an employee is in any way discouraged or impeded from taking an employee's meal period or from taking the full amount of time allotted to that employee, please immediately notify the Business Manager.

Anytime an employee misses a meal period that was provided to that employee, that employee will be required to report to the Business Manager and document the reason for the missed meal period or time worked.

Please also refer to the OnePurpose School Timekeeping Policy.

Overtime for Non-Exempt Employees

Employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. OnePurpose School will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a supervisor. OnePurpose School provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24

hours later. Workweeks begin each Sunday at 12:01 a.m.;

- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one and one-half times the employee's regular rate of pay;
- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay; and
- Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Pay for Mandatory Meetings/Training

OnePurpose School will pay non-exempt employees for their attendance at meetings, lectures, and training programs under the following conditions:

- Attendance is mandatory;
- The meeting, course, or lecture is directly related to the employee's job;
- The employee who is required to attend such meetings, lectures, or training programs will be notified of the necessity for such attendance by their supervisor;
- The employee will be paid at the then applicable minimum wage for time spent at meetings, lectures, and training programs if the employee does not perform any productive work during such attendance;
- Employees who do perform productive work during attendance at meetings, lectures or training programs will be compensated at their regular rate of pay; and
- Any hours in excess of eight in a day or 40 in a week will be paid at the appropriate overtime rate, at the hourly rate in effect at the time the overtime work is being performed.

Payment of Wages

Paychecks are normally available at the in an employee’s mail slot in the employee’s lounge at 948 Hollister Avenue. If an employee observes an error on that employee’s check, the employee it to report it immediately to that employee’s supervisor

Paydays are scheduled on the 15th and last day of the month, or the last workday before the 15th, and last day of the month respectively. If a regular payday falls on a weekend or holiday, employees will be paid on the preceding business day. During holiday breaks, checks are mailed out on the day before payday.

Settlement of commissions and payment of bonuses and incentives based on monthly financial statements are made on the at the board's discretion of the following month.

OnePurpose School offers automatic payroll deposit. Employees may begin and stop automatic

payroll deposit at any time. To begin automatic payroll deposit, an employee must complete a form (available from the payroll department) and return it to payroll at least 10 days before the pay period for which an employee would like the service to begin. Employees should carefully monitor an employee's payroll deposit statements for the first two pay periods after the service begins.

To stop automatic payroll deposit, complete the form available from the payroll department and return it to payroll at least 10 days before the pay period for which you would like the service to end. Employees will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than 10 days before the end of the pay period.

Timekeeping Requirements

All non-exempt employees are required to use a T-Sheets time tracking software to record time worked for payroll purposes. All time worked must be accurately reported on your time record.

Employees must record their own time at the start and at the end of each work period. Employees must clock out for their meal period and record the start and end of the meal period.

Employees are not allowed to work "off the clock." Any work performed before or after a regularly scheduled shift must be approved in advance by your supervisor. If you perform any off-the-clock work, please report the work to your supervisor.

Employees also must record their time whenever they leave the building for any reason other than OnePurpose School business.

Employees will be required to certify that their time record is accurate.

Any handwritten marks or changes on the timecard must be initialed by a supervisor. Punching another employee's timecard, allowing another employee to punch your timecard, or altering a timecard is not permissible and is subject to disciplinary action.

Any errors on your timecard should be reported immediately to your supervisor.

Please also refer to OnePurpose School's Meal and Rest Break Policy.

Safety and Health

Ergonomics

OnePurpose School is subject to Cal/OSHA ergonomics standards for minimizing workplace repetitive motion injuries. The School will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment and processes and employee training. The School encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines.

OnePurpose School believes that reduction of ergonomic risk is instrumental in maintaining an environment of personal safety and well-being and is essential to our business. We intend to provide appropriate resources to create a risk-free environment. If you have any questions about ergonomics, please contact the Business Manager.

Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Report all work-related injuries or illnesses immediately to your supervisor or to the human resources department. In compliance with California law, and to promote the concept of a safe workplace, OnePurpose School maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in the general manager's office.

In compliance with Proposition 65, OnePurpose School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Heat Illness

The School is concerned with employee health and safety. Employees who work outside may be exposed to extreme temperatures or adverse working conditions, particularly in the summer months. All supervisors are trained in the recognition and prevention of heat illness. Employees who work outside are encouraged to frequently drink water. Employees who work outside are also allowed and encouraged to take a cool-down rest in the shade of at least five minutes (in addition to the time needed to access the shade) when needed to protect themselves from overheating. These preventative cool-down rests are paid time.

Please refer to the School's Injury Illness and Prevention Program or talk to your supervisor for details on how to ensure you are protected from heat illness dangers.

Inclement Weather/Natural Disasters

In the event of severe weather or a natural disaster that prevents employees from safely traveling to and from work, the following leave policies will apply:

- Inclement weather: Conditions that excuse absence from work include: when school is canceled due to inclement weather. If weather conditions prevent you from safely traveling to work, you must notify the Principal or the Business Manager by phone, if telephone service is functional, or by any other available means. Employees may be paid for up to 0 day(s) per year when weather conditions prevent them from reaching the worksite. Absences in excess of 0 day(s) will be unpaid or will be deducted from accumulated vacation time.
- In the event of a natural disaster, the office will be closed if the building is damaged or highways leading to the office are damaged. For instructions on reporting to another location, contact the office immediately, if possible.

Recreational Activities and Programs

OnePurpose School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

Security

OnePurpose School has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

The School's workplace security program is described in detail in the School's Illness and Injury Prevention Program (IIPP).

Workplace Violence

OnePurpose School has adopted the following workplace violence policy to ensure a safe working environment for all employees.

The School has zero tolerance for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to discipline up to and including termination.

Possession of non-work related weapons on School premises and at School-sponsored events shall constitute a threat of violence.

It is every employee's responsibility to assist in establishing and maintaining a violence-free work environment. Therefore, each employee is expected and encouraged to report any incident which may be threatening to you or your co-workers or any event which you reasonably believe is threatening or violent.

You may report an incident to any supervisor or manager.

A threat includes, but is not limited to, any indication of intent to harm a person or damage School property. Threats may be direct or indirect, and they may be communicated verbally or nonverbally. The following are examples of threats and acts that shall be considered violent - this list is in no way all-inclusive:

Example	Type of Threat
Saying, "Do you want to see your next birthday?"	Indirect

Writing, "Employees who kill their supervisors have the right idea."	Indirect
Saying, "I'm going to punch your lights out."	Direct
Making a hitting motion or obscene gesture	Nonverbal
Displaying weapons	Extreme
Stalking or otherwise forcing undue attention on someone, whether romantic or hostile	Extreme
Taking actions likely to cause bodily harm or property damage	Acts of violence

The School's workplace violence program is described in detail in the School's Illness and Injury Prevention Program (IIPP).

Termination

Employee References

All requests for references must be directed to the Principal or Business Manager. No other manager, supervisor, or employee is authorized to release references for current or former employees.

By policy, OnePurpose School discloses only the dates of employment and the title of the last position held of former employees.

Involuntary Termination and Progressive Discipline

Violation of OnePurpose School policies and rules may warrant disciplinary action. The School has a system of progressive discipline that may include verbal warnings, written warnings, and suspension. The system is not formal, and OnePurpose School may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, immediate termination of employment. The School's policy of progressive discipline in no way limits or alters the at-will employment relationship.

Reductions in Force

Under some circumstances, OnePurpose School may need to restructure or reduce its workforce. If restructuring our operations or reducing the number of employees becomes necessary, the School will attempt to provide advance notice, if possible, to help prepare affected individuals. If possible, employees subject to layoff will be informed of the nature of the layoff and the foreseeable duration of the layoff, whether short-term or indefinite.

In determining which employees will be subject to layoff, OnePurpose School will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

Voluntary Resignation

Voluntary resignation results when an employee voluntarily quits employment at OnePurpose School, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, their supervisor (unless the absence is protected by law). All School-owned property, including vehicles, keys, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

Confirmation of Receipt

Confirmation of Receipt

I have received my copy of the School's employee handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook.

I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at OnePurpose School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between OnePurpose School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with OnePurpose School.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. OnePurpose School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the president of OnePurpose School, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the president has the authority to make any such agreement and then only in writing, signed by the president.

Employee's Signature_____

Employee's Printed Name _____

Date _____

Appendix 11 - Financial Documents

- OP 2017-18 Approved Audit
- Projected Budget
- Cash Flow
- Budget Narrative

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ONE PURPOSE SCHOOL, INC.

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

OPERATING:

ONEPURPOSE SCHOOL

ONE PURPOSE SCHOOL, INC.
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YEAR ENDED JUNE 30, 2018

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INDEPENDENT AUDITORS' REPORT

Board of Directors
One Purpose School, Inc.
San Francisco, California

Report on the Financial Statements

We have audited the accompanying financial statements of One Purpose School, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
One Purpose School, Inc.

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is

In accordance with *Government Auditing Standards*, we have also issued a report dated November 15, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
November 15, 2018

ONE PURPOSE SCHOOL, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS

CURRENT ASSETS		
Cash and Cash Equivalents	$	661,731
Accounts Receivable - Federal and State		220,608
Accounts Receivable - Other		35,724
Prepaid Expenses and Other Assets		17,150
Total Current Assets		935,213
LONG-TERM ASSETS		
Property, plant and equipment, net		2,520
Total long-term assets		2,520
Total Assets	$	937,733

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	$	244,467
Notes Payable, Current Portion		50,000
Total Current Liabilities		294,467
LONG-TERM LIABILITIES		
Notes Payable		100,001
Total Long-Term Liabilities		100,001
NET ASSETS		
Unrestricted		543,265
Total Net Assets		543,265
Total Liabilities and Net Assets	$	937,733

See accompanying Notes to Financial Statements.

ONE PURPOSE SCHOOL, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

REVENUES	
State Revenue:	
State Aid	$ 234,194
Other State Revenue	275,348
Federal Revenue:	
Grants and Entitlements	135,517
Local Revenue:	
In-Lieu Property Tax Revenue	1,135,824
Contributions	1,207,101
Other Revenue	38,410
Total Revenues	3,026,394
EXPENSES	
Program Services	2,192,127
Management and General	598,024
Fundraising	145,340
Total Expenses	2,935,491
CHANGE IN NET ASSETS	90,903
Net Unrestricted Assets - Beginning of Year	452,362
NET UNRESTRICTED ASSETS - END OF YEAR	$ 543,265

See accompanying Notes to Financial Statements.

ONE PURPOSE SCHOOL, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$	90,903
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:		
Change in Operating Assets:		
Accounts Receivable - Federal and State		5,673
Accounts Receivable - Other		(23,305)
Prepaid Expenses and Other Assets		(7,552)
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		55,173
Net Cash Provided by Operating Activities		120,892
CASH FLOWS FROM INVESTING ACTIVITIES		
Purcase of property, plant and equipment		(2,520)
Net Cash Used by Investing Activities		(2,520)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayments of Debt		(49,999)
Net Cash Used by Financing Activities		(49,999)
NET CHANGE IN CASH AND CASH EQUIVALENTS		68,373
Cash and Cash Equivalents - Beginning of Year		593,358
CASH AND CASH EQUIVALENTS - END OF YEAR	$	661,731
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$	583

See accompanying Notes to Financial Statements.

ONE PURPOSE SCHOOL, INC.
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 1,114,231	$ 113,956	$ 37,985	$ 1,266,172
Pension Expense	76,627	1,613	2,420	80,660
Other Employee Benefits	176,501	3,715	5,574	185,790
Payroll Taxes	26,100	2,669	890	29,659
Management Fees	-	14,215	-	14,215
Accounting Expenses	-	11,979	-	11,979
Instructional Materials	152,343	-	-	152,343
Other Fees for Services	396,608	342,096	-	738,704
Advertising and Promotion Expenses	6,271	-	-	6,271
Office Expenses	138,905	7,311	-	146,216
Information Technology Expenses	46,528	-	-	46,528
Occupancy Expenses	-	80,030	-	80,030
Travel Expenses	17,917	943	-	18,860
Interest Expense	583	-	-	583
Insurance Expense	-	18,797	-	18,797
Other Expenses	39,513	700	98,471	138,684
Total	$ 2,192,127	$ 598,024	$ 145,340	$ 2,935,491

See accompanying Notes to Financial Statements.

ONE PURPOSE SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

One Purpose School, Inc. (the School) is a California non-profit public benefit corporation under the laws of the state of California for the purpose of managing and operating a public charter school located in San Francisco. The School is economically dependent on state and federal funding.

The charter may be revoked by the State Board of Education for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

ONE PURPOSE SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Contributed Assets and Services

Contributions of donated non-cash assets are recorded at fair value in the period received. Contributions of donated services that create or enhance non-financial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair values in the period received.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

ONE PURPOSE SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Compensated Absences

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2018.

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events

The School has evaluated subsequent events through November 15, 2018, the date these financial statements were available to be issued.

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

ONE PURPOSE SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 3 LONG-TERM DEBT

California Department of Education

In 2016, the School received a revolving loan from the California Department of Education (CDE) in the amount of $250,000. The loan requires annual principal payments of $50,000. The loan has a term of 5 years and carries an interest rate of .32%. Annual payments of principal and interest are deducted from the School's apportionment.

The loan repayment by year is as follows:

Year Ending June 30,		
2019	$	50,000
2020		50,000
2021		50,001
Total	$	150,001

NOTE 4 EMPLOYEE RETIREMENT

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b)(7) retirement plan to each of its qualifying employees. The plan's definition of compensation is gross W-2 wages. All Employee and employer contributions should be calculated using this definition of compensation. The amount of employer contributions for the year ended June 30, 2018 was $80,660.

NOTE 5 OPERATING LEASES

The School has a year-by-year facility use agreement with San Francisco Unified School District (SFUSD) through June 30, 2018 for the use of property located at Bret Harte Elementary School in San Francisco. The fees are based on square footage occupied by the School. For the year ended June 30, 2018 total payments under this agreement were $64,870. Estimated payments for the 2018-2019 year are expected to be $65,070.

NOTE 6 RELATED PARTY TRANSACTIONS

The School received a $175,000 grant from a related party named Herbert Paul McLaughlin Charitable Trust #2. The Trust owner is a family member of Daniel McLaughlin, former CEO of One Purpose School, Inc.

ONE PURPOSE SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

ONE PURPOSE SCHOOL, INC.
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

One Purpose School, Inc. (the School) is a California nonprofit public benefit corporation established in May 2013. The School was granted its charter in January 2015 through the State Board of Education and its charter school status from the California Department of Education. The charter may be revoked by the State Board of Education for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Charter School number authorized by the State: 1733

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (2 year term)
Pamela Mann	President	December 2019
Christy Covalesky	Secretary	February 2020
Susan Davenport	Treasurer	October 2018
Peter Joost	Board Member	November 2019
Lisa Gruber	Board Member	February 2020
Charles Ward	Board Member	October 2018
David Zenoff	Board Member	October 2019
Ingrid Mezquita	Board Member	April 2020
Joi Jackson-Morgan	Board Member	April 2020
Josh Elkes	Board Member	February 2020
Karen Rathman	Board Member	February 2020
Keisha Zachary	Board Member	September 2019
Linda Mayne	Board Member	June 2020
Lynne Martin	Board Member	June 2020
Mark Atkinson	Board Member	July 2019
Melissa Barnes Dholakia	Board Member	April 2020
Peter Dworkin	Board Member	November 2019
Robert Greene	Board Member	February 2020
Scott Roberts	Board Member	July 2019
Stephen Davis	Board Member	April 2020
Greg Berardi	Board Member	December 2019

ADMINISTRATORS

Daniel McLaughlin	Founder and CEO

See Independent Auditors' Report and accompanying Notes to Supplementary Information

ONE PURPOSE SCHOOL, INC.
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
TK/Kindergarten	36,000	68,820	178	In compliance
Grade 1	50,400	68,820	178	In compliance
Grade 2	50,400	68,820	178	In compliance
Grade 3	50,400	68,820	178	In compliance

See Independent Auditors' Report and accompanying Notes to Supplementary Information

ONE PURPOSE SCHOOL, INC.
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3	145.48	145.48	143.54	143.54
ADA Totals	145.48	145.48	143.54	143.54

See Independent Auditors' Report and accompanying Notes to Supplementary Information

ONE PURPOSE SCHOOL, INC.
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	539,818
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Payable and Accrued Liabilities		3,447
Net Adjustments and Reclassifications		3,447
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	543,265

See Independent Auditors' Report and accompanying Notes to Supplementary Information

ONE PURPOSE SCHOOL, INC.
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
One Purpose School, Inc.
San Francisco, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of One Purpose School, Inc. (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated November 15, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the consolidated financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
One Purpose School, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
November 15, 2018

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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
One Purpose School, Inc.
San Francisco, California

We have audited One Purpose School, Inc.'s (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Basis for Qualified Opinion on Before/After School Education and Safety Program

As described in the accompanying schedule of findings and questioned costs item 2018-002, the School did not comply with requirements regarding the Before/After School Education and Safety Program. Compliance with such requirements is necessary, in our opinion, for the School to comply with the requirements applicable to that program.

Qualified Opinion on Before/After School Education and Safety Program

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, the School complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2018.

Unmodified Opinion on Each of the Other Programs

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the programs noted below that were audited for the year ended June 30, 2018.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Not applicable
California Clean Energy Jobs Act	No[1]
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

[1] The School had no expenditures of California Clean Energy Jobs Acts for the year ending June 30, 2018.

Opinion on State Compliance

In our opinion, except as noted in the basis for qualified opinion paragraph, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended .

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and which is described in the accompanying schedule of findings and questioned costs as item 2018-001. Our opinion on each state program is not modified with respect to this matter.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
November 15, 2018

ONE PURPOSE SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2018

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENTS:

There were no findings and questioned costs related to the basic financial statements for June 30, 2018.

STATE AWARDS:

2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts **40000**

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners."

Condition: During testing we compared students' family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2017-18, and found that the School inaccurately reported students as eligible for free or reduced price meals.

Effect: The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - One Purpose School, Inc. for June 30, 2018

Original		Updated		Net Change		LCFF Entitlement		
Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Orignial Entitlement	Revised Entitlement	Adjustment
156	131	156	126	---	-5	215,517	212,864	(2,653)

Cause: The School was unable to review all of the free and reduced meal applications before submitting to CalPADS.

ONE PURPOSE SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2018

2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts **40000**

Questioned Costs: 5 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. The total impact on LCFF Entitlement is a decrease of $2,653.

Repeat Finding: This is a repeating finding. See State Awards Finding 2017-001 in the Status of Prior Year Findings and Questioned Costs.

Recommendation: We recommend that the School employ additional monitoring processes to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

Views of responsible officials and planned corrective actions: The management of OnePurpose School accepts this finding. A finding during FY 2016-2017 showed the school did not have proper backup documentation to substantiate its unduplicated pupil count. The finding this year is based on the school having the proper backup documentation, but that there was a misinterpretation of the income data. This indicates that the documentation collection issue has been resolved. As a result of this audit, the School has developed additional monitoring processes to ensure accuracy in the reporting of student eligibility for the Free and Reduced Lunch Program (FRPM). The monitoring process includes having three independent persons review the income verification form before submitting to state.

2018 – 002 After School Education and Safety Program (ASES): Documentation Requirements **40000**

Criteria: Education Code Section 8483(a)(2) requires supporting documentation for the number of students served to verify the students attended a minimum of nine hours a week and three days a week.

Condition: The attendance reports submitted to the CDE did not agree with the supporting documentation provided. Sign in/sign out sheets were not available for the period prior to October 9, 2017.

Effect: ASES program attendance was unsubstantiated.

Cause: Turnover resulted in lack of supervision and timely communication between the School and the contracted provider regard the ASES data.

Questioned Costs: Supporting documentation indicated total students served as 5,134, whereas 6,901 was reported on the 1st half report submitted to California Department of Education. The ASES funding granted for the 2017-18 fiscal year amounted to $122,500.

Recommendation: We recommend that additional oversight over ASES program requirements be implemented to ensure there is adequate supporting documentation for the number of students served, as well as review processes to ensure the accuracy of reports submitted to the CDE.

ONE PURPOSE SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2018

2018 – 002 After School Education and Safety Program (ASES): Documentation Requirements **40000**

Views of responsible officials and planned corrective actions: The management of OnePurpose School accepts this finding. As per an MOU between the School and the partner organization the School contracts the execution of the grant with The Boys and Girls Club of San Francisco, the School was reliant of the partner organization maintaining accurate attendance records. During the course of the audit, the School became aware that the support documentation was unable to substantiate the numbers reported to the CDE during the course of this audit. The School has taken proactive steps to ensure that additional oversight occurs over partner organizations with which the School contracts to provide and manage the ASES program. This includes both clear communication to the current partner organization (Boys and Girls Club of San Francisco) on expectations of attendance record-keeping and a review and audit of attendance records by the School's management, including support documentation, before it submits required reports to the CDE.

ONE PURPOSE SCHOOL, INC.
STATUS OF PRIOR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

FINDINGS—FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS—STATE AWARDS

2017-001 – Unduplicated Local Control Funding Formula Pupil Counts 40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners."

Condition: During testing we found that the School was unable to obtain free and reduced meal applications for all of its students classified as free or reduced.

Effect: The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors. Reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - One Purpose School, Inc. for June 30, 2017

Original		Updated		Net Change		LCFF Entitlement		
Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Orignial Entitlement	Revised Entitlement	Adjustment
123	119	123	106	---	-13	277,555	270,818	(6,737)

Cause: The School was unable to locate all of the free and reduced meal applications to support all students reported.

Questioned Costs: 13 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation was not available. The total impact of LCFF Entitlement is a decrease of $6,737.

Recommendation: We recommend that the School employ a standardized monitoring process to ensure that reporting errors are minimized and corrections made on a timely basis. Additionally, students reported as needy should be substantiated with documentation that is retained as contemporaneous records for the audit.

Status: Not implemented. See current year finding 2018-001 at Schedule of Findings and Questioned Costs.

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
SUMMARY						
Revenue						
LCFF Entitlement	948,238	1,117,711	1,261,926	1,430,962	1,632,724	1,897,922
Federal Revenue	265,466	68,001	75,566	81,209	87,450	94,416
Other State Revenues	255,780	237,039	246,451	265,888	298,220	317,378
Local Revenues	28,852	32,908	35,883	39,128	42,914	49,674
Fundraising and Grants	1,100,000	1,200,000	1,260,000	1,300,000	1,300,000	1,300,000
Total Revenue	**2,598,336**	**2,655,659**	**2,879,826**	**3,117,187**	**3,361,308**	**3,659,390**
Expenses						
Compensation and Benefits	1,488,415	1,628,717	1,774,715	1,897,678	1,995,079	2,126,593
Books and Supplies	99,825	100,878	113,715	127,639	143,965	169,792
Services and Other Operating Expenditures	991,365	916,968	974,462	1,053,594	1,170,020	1,275,811
Depreciation	-	-	-	-	-	-
Other Outflows	269	112	-	-	-	-
Total Expenses	**2,579,874**	**2,646,675**	**2,862,892**	**3,078,911**	**3,309,064**	**3,572,196**
Operating Income	**18,462**	**8,985**	**16,934**	**38,276**	**52,244**	**87,195**
Fund Balance						
Beginning Balance (Unaudited)	460,400	478,862	487,846	504,781	543,057	595,300
Audit Adjustment						
Beginning Balance (Audited)	460,400	478,862	487,846	504,781	543,057	595,300
Operating Income	18,462	8,985	16,934	38,276	52,244	87,195
Ending Fund Balance	**478,862**	**487,846**	**504,781**	**543,057**	**595,300**	**682,495**
Total Revenue Per ADA	27,420	24,463	24,265	24,030	23,572	22,098
Total Expenses Per ADA	27,225	24,380	24,123	23,735	23,205	21,571
Operating Income Per ADA	195	83	143	295	366	527
Fund Balance as a % of Expenses	19%	18%	18%	18%	18%	19%

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
Key Assumptions						
Enrollment Breakdown						
TK	9	9	9	9	9	9
K	13	20	30	36	42	42
1	16	18	19	28	35	41
2	24	15	17	18	25	34
3	20	23	14	16	17	24
4	15	19	22	13	15	16
5	6	14	18	21	12	14
Total Enrolled	**103**	**118**	**129**	**141**	**155**	**180**
ADA %						
K-3	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%
4-6	92.0%	92.0%	92.0%	92.0%	92.0%	92.0%
Average ADA %	**92.0%**	**92.0%**	**92.0%**	**92.0%**	**92.0%**	**92.0%**
ADA						
K-3	75	78	82	98	118	138
4-6	19	30	37	31	25	28
Total ADA	**95**	**109**	**119**	**130**	**143**	**166**
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	103	118	129	141	155	180
# Unduplicated (CALPADS)	93	106	116	127	140	163
# Free & Reduced Lunch (CALPADS)	82	94	103	113	124	144
# ELL (CALPADS)	28	32	35	38	42	49

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	929,286	559,416	651,587	763,847	899,371	1,046,286
8012	Education Protection Account Entitlement	18,952	21,712	23,736	25,944	28,520	33,120
8096	Charter Schools in Lieu of Property Taxes	-	536,583	586,603	641,171	704,833	818,516
	SUBTOTAL - LCFF Entitlement	**948,238**	**1,117,711**	**1,261,926**	**1,430,962**	**1,632,724**	**1,897,922**
Federal Revenue							
8181	Special Education - Entitlement	18,625	12,875	14,750	16,125	17,625	19,375
8291	Title I	52,633	38,882	44,572	48,840	53,581	58,797
8292	Title II	6,244	6,244	6,244	6,244	6,244	6,244
8294	Title IV	10,000	10,000	10,000	10,000	10,000	10,000
8296	ESSA CSI	129,311	-	-	-	-	-
8299	CSFIG	48,653	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**265,466**	**68,001**	**75,566**	**81,209**	**87,450**	**94,416**
Other State Revenue							
8381	Special Education - Entitlement (State)	51,455	58,948	64,443	70,438	77,432	89,921
8382	Special Education Reimbursement (State)	49,500	50,985	52,515	54,090	55,713	57,384
8550	Mandated Cost Reimbursements	2,041	1,646	1,939	2,186	2,388	2,625
8560	State Lottery Revenue	19,615	22,472	24,567	26,852	29,518	34,279
8596	ASES	133,169	102,988	102,988	112,322	133,169	133,169
	SUBTOTAL - Other State Revenue	**255,780**	**237,039**	**246,451**	**265,888**	**298,220**	**317,378**
Local Revenue							
8636	Uniforms	2,575	2,950	3,225	3,525	3,875	4,500
8699	All Other Local Revenue	1,000	1,000	1,000	1,000	1,000	1,000
8701	QTEA (Prop A)	25,277	28,958	31,658	34,603	38,039	44,174
	SUBTOTAL - Local Revenue	**28,852**	**32,908**	**35,883**	**39,128**	**42,914**	**49,674**
Fundraising and Grants							
8804	Fundraising - Cash In	1,100,000	1,200,000	1,260,000	1,300,000	1,300,000	1,300,000
	SUBTOTAL - Fundraising and Grants	**1,100,000**	**1,200,000**	**1,260,000**	**1,300,000**	**1,300,000**	**1,300,000**
TOTAL REVENUE		**2,598,336**	**2,655,659**	**2,879,826**	**3,117,187**	**3,361,308**	**3,659,390**

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	417,602	495,196	505,100	587,241	598,985	685,915
1111	Teacher - Elective	61,366	62,593	63,845	65,122	66,425	67,753
1150	Intern Teachers Salaries	56,520	57,650	58,803	59,979	61,179	62,403
1200	Certificated Pupil Support Salaries	69,188	70,000	71,400	72,828	74,285	75,770
1300	Certificated Supervisor & Administrator Salaries	291,308	316,863	370,018	377,419	384,967	392,666
	SUBTOTAL - Certificated Salaries	**895,984**	**1,002,302**	**1,069,166**	**1,162,589**	**1,185,841**	**1,284,507**
Classified Salaries							
2100	Classified Instructional Aide Salaries	127,455	129,628	176,294	179,820	229,270	233,855
2300	Classified Supervisor & Administrator Salaries	77,355	84,227	85,911	87,629	89,382	91,169
2400	Classified Clerical & Office Salaries	124,500	126,990	129,530	132,120	134,763	137,458
2930	Other Classified - Maintenance/grounds	37,400	41,616	42,448	43,297	44,163	45,046
	SUBTOTAL - Classified Salaries	**366,710**	**382,460**	**434,183**	**442,867**	**497,578**	**507,529**
Employee Benefits							
3300	OASDI-Medicare-Alternative	18,309	20,079	21,799	23,279	24,410	25,985
3400	Health & Welfare Benefits	108,108	115,810	132,487	144,049	156,325	169,352
3500	Unemployment Insurance	6,140	5,894	6,160	6,440	6,720	7,000
3600	Workers Comp Insurance	17,403	19,085	20,719	22,127	23,201	24,698
3900	Other Employee Benefits	75,762	83,086	90,201	96,327	101,005	107,522
	SUBTOTAL - Employee Benefits	**225,721**	**243,954**	**271,366**	**292,222**	**311,660**	**334,557**
Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	22,000	20,000	22,739	25,848	29,552	35,691
4200	Books & Other Reference Materials	7,246	7,535	8,567	9,739	11,134	13,447
4315	Custodial Supplies	7,500	7,800	8,868	10,081	11,525	13,919
4325	Instructional Materials & Supplies	12,502	13,002	14,783	16,804	19,212	23,203
4330	Office Supplies	17,000	17,680	19,784	21,543	23,412	25,396
4345	Non Instructional Student Materials & Supplies	4,000	4,160	4,730	5,376	6,147	7,424
4350	Uniforms	2,000	2,080	2,365	2,688	3,073	3,712
4352	Classroom Project Materials	1,829	1,902	2,163	2,459	2,811	3,395

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
4410	Classroom Furniture, Equipment & Supplies	6,748	7,018	7,979	9,070	10,370	12,524
4420	Computers (individual items less than $5k)	7,000	7,280	8,277	9,409	10,757	12,991
4430	Non Classroom Related Furniture, Equipment & Supplies	6,000	6,240	7,095	8,065	9,220	11,135
4720	Other Food	6,000	6,180	6,365	6,556	6,753	6,956
	SUBTOTAL - Books and Supplies	**99,825**	**100,878**	**113,715**	**127,639**	**143,965**	**169,792**
	Services & Other Operating Expenses						
5100	Afterschool & Summer School Contracts	235,000	196,276	200,814	215,788	258,847	265,262
5200	Travel & Conferences	4,500	4,680	5,237	5,703	6,197	6,722
5300	Dues & Memberships	1,386	1,620	1,814	2,032	2,290	2,720
5400	Insurance	20,176	20,983	23,857	27,119	31,004	37,445
5515	Janitorial, Gardening Services & Supplies	2,605	-	-	-	-	-
5535	Utilities - All Utilities	19,181	19,949	22,680	25,782	29,475	35,599
5605	Equipment Leases	35,150	36,396	39,618	43,223	47,435	54,089
5610	Rent	65,459	68,077	77,400	87,985	100,589	121,486
5615	Repairs and Maintenance - Building	6,000	6,240	7,095	8,065	9,220	11,135
5625	Storage	2,400	2,472	2,546	2,623	2,701	2,782
5803	Accounting Fees	12,708	13,089	13,482	13,886	14,303	14,732
5809	Banking Fees	1,000	1,030	1,061	1,093	1,126	1,159
5812	Business Services	60,250	60,250	60,250	63,859	72,837	83,578
5820	Consultants	73,359	16,232	16,719	17,220	17,737	18,269
5824	District Oversight Fees	9,482	11,177	12,619	14,310	16,327	18,979
5830	Field Trips Expenses	4,000	4,160	4,730	5,376	6,147	7,424
5833	Fines and Penalties	464	478	492	507	522	538
5836	Fingerprinting	1,400	1,000	1,030	1,061	1,093	1,126
5839	Fundraising Expenses	72,150	74,315	76,544	78,840	81,206	83,642
5845	Legal Fees	10,000	10,300	10,609	10,927	11,255	11,593
5848	Licenses and Other Fees	361	371	382	394	406	418
5851	Marketing and Student Recruiting	4,400	4,532	4,668	4,808	4,952	5,101
5857	Payroll Fees	2,582	2,660	2,739	2,822	2,906	2,994
5863	Professional Development	6,695	6,963	7,791	8,484	9,220	10,001
5869	Special Education Contract Instructors	240,451	250,069	271,325	294,388	319,410	346,560
5872	SELPA Admin Fees	2,102	2,155	2,376	2,597	2,852	3,279
5875	Staff Recruiting	4,500	4,635	4,774	4,917	5,065	5,217
5878	Student Assessment	1,753	1,823	2,073	2,356	2,694	3,254
5880	Student Health Services	103	106	109	113	116	119
5881	Student Information System	17,550	18,077	18,619	19,177	19,753	20,345

OnePurpose School
Multi-year Projection
Renewal FY20 - FY25

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25
5884	Substitutes	26,000	27,040	28,122	32,496	33,796	38,663
5887	Technology Services	25,648	26,417	27,210	28,026	28,867	29,733
5899	Miscellaneous Operating Expenses	5,500	5,665	5,835	6,010	6,190	6,376
5900	Communications	15,300	15,912	17,805	19,389	21,071	22,856
5915	Postage and Delivery	1,750	1,820	2,037	2,218	2,410	2,614
	SUBTOTAL - Services & Other Operating Exp.	**991,365**	**916,968**	**974,462**	**1,053,594**	**1,170,020**	**1,275,811**
Depreciation Expense							
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**	**-**	**-**	**-**
Other Outflows							
7438	Long term debt - Interest	269	112	-	-	-	-
	SUBTOTAL - Other Outflows	**269**	**112**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**2,579,874**	**2,646,675**	**2,862,892**	**3,078,911**	**3,309,064**	**3,572,196**

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2019-20 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**404,744**	**433,058**	**406,313**	**211,566**	**288,403**	**272,469**	**313,588**	**384,227**	**439,291**	**409,230**	**435,719**	**465,664**		
REVENUE														
LCFF Entitlement	-	96,069	24,307	114,388	108,338	108,338	114,388	108,338	53,444	58,145	53,444	53,444	948,238	55,596
Federal Revenue	-	-	51,724	-	17,219	51,724	16,218	21,273	29,916	9,313	25,327	8,108	265,466	34,643
Other State Revenue	3,158	3,158	5,828	92,313	5,752	7,793	5,752	29,737	3,260	36,553	9,937	3,260	255,780	49,279
Other Local Revenue	-	32,014	(30,813)	959	156	156	156	156	156	156	320	156	28,852	25,277
Fundraising & Grants	1,000	12,900	48,311	71,246	80,046	106,023	148,246	109,940	115,246	142,746	159,246	99,913	1,100,000	5,134
TOTAL REVENUE	**4,158**	**144,141**	**99,358**	**278,905**	**211,513**	**274,035**	**284,760**	**269,445**	**202,023**	**246,913**	**248,274**	**164,882**	**2,598,336**	**169,929**
EXPENSES														
Certificated Salaries	16,513	66,378	71,754	71,754	81,129	81,129	81,129	84,879	84,879	84,879	84,879	84,879	895,984	1,808
Classified Salaries	17,256	31,729	32,679	32,679	32,679	32,679	32,679	27,459	32,679	32,679	32,679	32,679	366,710	(3,850)
Employee Benefits	9,640	15,977	31,430	18,652	19,044	19,044	21,500	19,241	19,630	17,689	17,689	17,689	225,721	(1,502)
Books & Supplies	20,068	17,224	11,861	5,520	6,781	5,400	7,841	4,625	4,957	4,888	5,065	5,594	99,825	-
Services & Other Operating Expenses	73,569	71,912	101,156	76,479	82,114	88,967	75,829	70,748	90,861	72,845	78,939	100,282	991,365	7,665
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	28	-	(28)	158	25	21	18	18	-	29	-	-	269	-
TOTAL EXPENSES	**137,074**	**203,220**	**248,852**	**205,242**	**221,772**	**227,240**	**218,995**	**206,970**	**233,005**	**213,009**	**219,251**	**241,123**	**2,579,874**	**4,121**
Operating Cash Inflow (Outflow)	**(132,916)**	**(59,079)**	**(149,494)**	**73,663**	**(10,259)**	**46,795**	**65,766**	**62,475**	**(30,982)**	**33,903**	**29,023**	**(76,241)**	**18,462**	**165,808**
Revenues - Prior Year Accruals	130,908	51,567	16,948	8,849	-	-	12,285	-	-	-	-	-		
Other Assets	29,557	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	-	(14,442)	(8,257)	-	-	-	(1,736)	(1,736)	(1,736)	(1,736)	(1,736)	(1,736)		
Accounts Payable - Current Year	764	(8,025)	(56,601)	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	-	3,234	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658		
Loans Payable (Long Term)	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	(8,335)	-	-		
Ending Cash	**433,058**	**406,313**	**211,566**	**288,403**	**272,469**	**313,588**	**384,227**	**439,291**	**409,230**	**435,719**	**465,664**	**390,345**		

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2020-21 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**390,345**	**328,064**	**207,297**	**129,973**	**238,491**	**226,589**	**239,758**	**270,290**	**259,507**	**219,051**	**308,261**	**352,628**		
REVENUE														
LCFF Entitlement	-	24,415	57,630	115,116	88,234	88,234	92,972	88,234	102,457	136,812	94,087	94,087	1,117,711	135,432
Federal Revenue	-	-	-	-	13,782	-	-	13,782	-	6,438	13,782	-	68,001	20,219
Other State Revenue	2,573	2,573	4,631	71,573	4,631	6,277	4,631	31,427	6,130	31,877	11,033	6,130	237,039	53,554
Other Local Revenue	-	1,197	167	1,059	167	167	167	167	167	167	355	167	32,908	28,958
Fundraising & Grants	22,423	49,479	56,801	134,811	109,478	150,552	161,477	77,478	85,612	136,121	145,476	66,384	1,200,000	3,909
TOTAL REVENUE	**24,996**	**77,664**	**119,230**	**322,559**	**216,292**	**245,230**	**259,247**	**211,089**	**194,365**	**311,414**	**264,733**	**166,768**	**2,655,659**	**242,072**
EXPENSES														
Certificated Salaries	26,405	88,718	88,718	88,718	88,718	88,718	88,718	88,718	88,718	88,718	88,718	88,718	1,002,302	-
Classified Salaries	21,426	33,211	33,211	33,211	33,211	33,211	33,211	33,211	33,211	33,211	33,211	33,211	382,460	(4,284)
Employee Benefits	18,295	20,824	22,592	20,824	20,529	20,529	22,887	20,824	20,824	18,735	18,735	18,735	243,954	(378)
Books & Supplies	16,266	20,510	11,044	5,785	7,086	5,658	8,194	4,853	5,198	5,125	5,309	5,851	100,878	-
Services & Other Operating Expenses	65,390	48,929	86,927	67,356	73,385	87,996	74,249	69,007	89,948	71,155	77,472	100,997	916,968	4,157
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	79	11	7	7	4	-	4	-	-	112	-
TOTAL EXPENSES	**147,783**	**212,191**	**242,492**	**215,972**	**222,940**	**236,119**	**227,265**	**216,617**	**237,899**	**216,948**	**223,444**	**247,512**	**2,646,675**	**(505)**
Operating Cash Inflow (Outflow)	**(122,787)**	**(134,528)**	**(123,262)**	**106,587**	**(6,647)**	**9,112**	**31,982**	**(5,528)**	**(43,534)**	**94,467**	**41,289**	**(80,744)**	**8,985**	**242,577**
Revenues - Prior Year Accruals	96,083	10,682	42,860	7,187	-	9,313	3,805	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(6,343)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(29,235)	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078	3,078		
Loans Payable (Long Term)	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	(8,335)	-	-		
Ending Cash	**328,064**	**207,297**	**129,973**	**238,491**	**226,589**	**239,758**	**270,290**	**259,507**	**219,051**	**308,261**	**352,628**	**274,962**		

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2021-22 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**274,962**	**283,691**	**147,805**	**55,645**	**170,531**	**165,003**	**180,442**	**218,640**	**214,502**	**163,775**	**279,321**	**332,641**		
REVENUE														
LCFF Entitlement	-	29,801	61,996	123,460	96,569	96,569	101,997	96,569	107,681	163,496	110,652	110,652	1,261,926	162,484
Federal Revenue	-	-	-	-	15,204	-	-	15,204	-	7,375	15,204	-	75,566	22,579
Other State Revenue	2,947	2,947	5,305	72,248	5,305	7,244	5,305	33,028	6,404	32,151	12,022	6,404	246,451	55,138
Other Local Revenue	-	1,309	175	1,133	175	175	175	175	175	175	380	175	35,883	31,658
Fundraising & Grants	23,544	51,952	59,641	141,551	114,952	158,080	169,551	81,352	89,892	142,927	152,750	69,703	1,260,000	4,104
TOTAL REVENUE	**26,492**	**86,010**	**127,118**	**338,392**	**232,206**	**262,068**	**277,028**	**226,328**	**204,153**	**346,124**	**291,009**	**186,935**	**2,879,826**	**275,963**
EXPENSES														
Certificated Salaries	30,835	94,394	94,394	94,394	94,394	94,394	94,394	94,394	94,394	94,394	94,394	94,394	1,069,166	-
Classified Salaries	21,855	37,882	37,882	37,882	37,882	37,882	37,882	37,882	37,882	37,882	37,882	37,882	434,183	(4,370)
Employee Benefits	20,469	23,151	24,999	23,151	22,843	22,843	25,307	23,151	23,151	20,895	20,895	20,895	271,366	(386)
Books & Supplies	18,472	23,244	12,481	6,520	7,893	6,365	9,210	5,459	5,858	5,760	5,959	6,493	113,715	-
Services & Other Operating Expenses	68,150	52,381	92,974	71,031	77,862	94,722	78,120	72,721	96,735	74,787	81,699	108,556	974,462	4,726
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**159,781**	**231,051**	**262,729**	**232,977**	**240,874**	**256,206**	**244,912**	**233,606**	**258,020**	**233,717**	**240,828**	**268,219**	**2,862,892**	**(29)**
Operating Cash Inflow (Outflow)	**(133,289)**	**(145,041)**	**(135,611)**	**105,414**	**(8,668)**	**5,862**	**32,116**	**(7,278)**	**(53,866)**	**112,407**	**50,180**	**(81,284)**	**16,934**	**275,992**
Revenues - Prior Year Accruals	180,033	6,015	40,312	6,332	-	6,438	2,942	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(4,157)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(33,858)	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	**283,691**	**147,805**	**55,645**	**170,531**	**165,003**	**180,442**	**218,640**	**214,502**	**163,775**	**279,321**	**332,641**	**254,497**		

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2022-23 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**254,497**	**283,035**	**136,795**	**37,205**	**162,660**	**157,962**	**173,314**	**213,884**	**211,821**	**159,620**	**287,276**	**346,109**		
REVENUE														
LCFF Entitlement	-	34,942	70,138	139,222	109,824	109,824	115,758	109,824	122,825	183,801	126,054	126,054	1,430,962	182,697
Federal Revenue	-	-	-	-	16,271	-	-	16,271	-	8,063	16,271	-	81,209	24,333
Other State Revenue	3,222	3,222	5,800	78,809	5,800	7,986	5,800	34,777	6,999	35,079	13,141	6,999	265,888	58,255
Other Local Revenue	-	1,431	184	1,213	184	184	184	184	184	184	408	184	39,128	34,603
Fundraising & Grants	24,292	53,602	61,535	146,045	118,602	163,098	174,933	83,935	92,746	147,464	157,599	71,916	1,300,000	4,234
TOTAL REVENUE	**27,514**	**93,196**	**137,657**	**365,289**	**250,680**	**281,092**	**296,675**	**244,990**	**222,754**	**374,591**	**313,473**	**205,153**	**3,117,187**	**304,122**
EXPENSES														
Certificated Salaries	31,452	102,831	102,831	102,831	102,831	102,831	102,831	102,831	102,831	102,831	102,831	102,831	1,162,589	-
Classified Salaries	22,292	38,639	38,639	38,639	38,639	38,639	38,639	38,639	38,639	38,639	38,639	38,639	442,867	(4,457)
Employee Benefits	21,877	24,946	26,878	24,946	24,624	24,624	27,200	24,946	24,946	22,544	22,544	22,544	292,222	(393)
Books & Supplies	20,936	26,327	14,104	7,273	8,739	7,102	10,272	6,095	6,555	6,432	6,638	7,166	127,639	-
Services & Other Operating Expenses	73,372	56,392	101,031	76,395	84,131	103,503	83,689	78,128	105,568	80,074	87,573	118,365	1,053,594	5,372
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**169,929**	**249,134**	**283,483**	**250,084**	**258,963**	**276,699**	**262,631**	**250,638**	**278,539**	**250,520**	**258,224**	**289,544**	**3,078,911**	**522**
Operating Cash Inflow (Outflow)	**(142,415)**	**(155,938)**	**(145,826)**	**115,205**	**(8,283)**	**4,393**	**34,044**	**(5,648)**	**(55,785)**	**124,071**	**55,249**	**(84,391)**	**38,276**	**303,600**
Revenues - Prior Year Accruals	210,215	6,113	42,652	6,665	-	7,375	2,942	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(4,726)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(34,536)	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	**283,035**	**136,795**	**37,205**	**162,660**	**157,962**	**173,314**	**213,884**	**211,821**	**159,620**	**287,276**	**346,109**	**265,302**		

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2023-24 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**265,302**	**296,365**	**139,492**	**29,804**	**170,342**	**163,753**	**174,056**	**212,868**	**211,589**	**156,874**	**299,486**	**362,268**		
REVENUE														
LCFF Entitlement	-	40,907	79,377	157,059	124,926	124,926	131,412	124,926	141,173	209,282	145,371	145,371	1,632,724	207,994
Federal Revenue	-	-	-	-	17,456	-	-	17,456	-	8,813	17,456	-	87,450	26,269
Other State Revenue	3,522	3,522	6,339	92,899	6,339	8,728	6,339	36,736	7,738	41,030	14,451	7,738	298,220	62,837
Other Local Revenue	-	1,573	194	1,307	194	194	194	194	194	194	441	194	42,914	38,039
Fundraising & Grants	24,292	53,602	61,535	146,045	118,602	163,098	174,933	83,935	92,746	147,464	157,599	71,916	1,300,000	4,234
TOTAL REVENUE	**27,814**	**99,603**	**147,446**	**397,310**	**267,518**	**296,946**	**312,879**	**263,247**	**241,851**	**406,783**	**335,319**	**225,220**	**3,361,308**	**339,372**
EXPENSES														
Certificated Salaries	32,081	104,887	104,887	104,887	104,887	104,887	104,887	104,887	104,887	104,887	104,887	104,887	1,185,841	-
Classified Salaries	22,738	43,581	43,581	43,581	43,581	43,581	43,581	43,581	43,581	43,581	43,581	43,581	497,578	(4,546)
Employee Benefits	23,263	26,605	28,621	26,605	26,269	26,269	28,957	26,605	26,605	24,088	24,088	24,088	311,660	(401)
Books & Supplies	23,855	29,989	16,032	8,140	9,715	7,955	11,502	6,833	7,366	7,213	7,422	7,942	143,965	-
Services & Other Operating Expenses	84,737	61,248	112,333	84,500	93,311	115,670	92,006	86,277	117,784	88,058	96,215	131,739	1,170,020	6,142
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**186,674**	**266,310**	**305,454**	**267,713**	**277,762**	**298,362**	**280,932**	**268,182**	**300,223**	**267,827**	**276,193**	**312,237**	**3,309,064**	**1,194**
Operating Cash Inflow (Outflow)	**(158,860)**	**(166,707)**	**(158,008)**	**129,597**	**(10,245)**	**(1,416)**	**31,947**	**(4,934)**	**(58,372)**	**138,956**	**59,126**	**(87,018)**	**52,244**	**338,178**
Revenues - Prior Year Accruals	234,724	6,178	44,664	7,284	-	8,063	3,209	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(5,372)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(39,429)	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	**296,365**	**139,492**	**29,804**	**170,342**	**163,753**	**174,056**	**212,868**	**211,589**	**156,874**	**299,486**	**362,268**	**278,907**		

OnePurpose School
Monthly Cash Forecast
Renewal FY20 - FY25

	2024-25 Actuals & Forecast													
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**278,907**	**326,590**	**151,124**	**26,021**	**164,896**	**151,899**	**150,754**	**184,146**	**180,961**	**127,730**	**302,593**	**382,917**		
REVENUE														
LCFF Entitlement	-	45,048	87,338	172,797	137,474	137,474	144,604	137,474	166,537	257,302	178,436	178,436	1,897,922	255,002
Federal Revenue	-	-	-	-	18,760	-	-	18,760	-	9,688	18,760	-	94,416	28,448
Other State Revenue	3,872	3,872	6,969	93,529	6,969	9,594	6,969	39,800	9,467	42,759	16,846	9,467	317,378	67,267
Other Local Revenue	-	1,826	213	1,474	213	213	213	213	213	213	499	213	49,674	44,174
Fundraising & Grants	24,292	53,602	61,535	146,045	118,602	163,098	174,933	83,935	92,746	147,464	157,599	71,916	1,300,000	4,234
TOTAL REVENUE	**28,163**	**104,348**	**156,055**	**413,845**	**282,017**	**310,379**	**326,718**	**280,181**	**268,962**	**457,425**	**372,140**	**260,031**	**3,659,390**	**399,125**
EXPENSES														
Certificated Salaries	32,722	113,799	113,799	113,799	113,799	113,799	113,799	113,799	113,799	113,799	113,799	113,799	1,284,507	-
Classified Salaries	23,193	44,452	44,452	44,452	44,452	44,452	44,452	44,452	44,452	44,452	44,452	44,452	507,529	(4,637)
Employee Benefits	24,819	28,574	30,674	28,574	28,224	28,224	31,024	28,574	28,574	25,902	25,902	25,902	334,557	(409)
Books & Supplies	28,622	36,016	19,204	9,433	11,189	9,248	13,371	7,959	8,612	8,414	8,611	9,112	169,792	-
Services & Other Operating Expenses	90,473	67,278	123,978	90,886	101,478	128,740	98,611	92,710	130,883	94,122	103,178	146,055	1,275,811	7,418
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**199,829**	**290,118**	**332,107**	**287,143**	**299,142**	**324,463**	**301,257**	**287,494**	**326,319**	**286,689**	**295,943**	**339,321**	**3,572,196**	**2,371**
Operating Cash Inflow (Outflow)	**(171,666)**	**(185,770)**	**(176,052)**	**126,702**	**(17,125)**	**(14,084)**	**25,461**	**(7,312)**	**(57,357)**	**170,735**	**76,197**	**(79,289)**	**87,195**	**396,753**
Revenues - Prior Year Accruals	265,708	6,178	46,823	8,046	-	8,813	3,805	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(6,142)	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(40,217)	4,127	4,127	4,127	4,127	4,127	4,127	4,127	4,127	4,127	4,127	4,127		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	**326,590**	**151,124**	**26,021**	**164,896**	**151,899**	**150,754**	**184,146**	**180,961**	**127,730**	**302,593**	**382,917**	**307,754**		

Budget Narrative

The attached multi-year budget and cash flow projections are based on estimates of the actual revenue and expenses associated with OnePurpose School (OPS) as described in this charter renewal through FY25. Information used to create these projections includes the school's historical information, charter benchmarking data, rates published by the state of California and the federal government, and future estimates.

Since its establishment, OPS has contracted with EdTec for back-office services, including budget development, revenue and expense forecasting, and cash flow projections, and has worked closely with EdTec in the development of the financial materials for this renewal petition. EdTec was founded to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300 charter schools, offering support in charter school development, finance, operations, governance, and more. Back-office clients receive a CFO-level resource to advise school leadership and specialists in payroll, accounts payable, accounting, and student data, and EdTec offers a wide range of financial services, including but not limited to building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars, and other fiduciary services.

The narrative below lays out the conservative assumptions on which this budget is based. The multiyear projection reflects a positive operating income in every year of operation and results in an ending fund balance that is 18% of expenses in FY 2020-21, maintaining this ratio throughout all years and growing from $481K to $656K in FY 2024-25. This stable financial position will fully allow OPS to responsibly match staffing and other expenses to the particular student needs as they present themselves through annual enrollment and to be prepared in the face of economic uncertainty.

Demographics

The enrollment assumptions used are outlined in Table 1 below. Using conservative assumptions around enrollment growth, OPS plans to grow to 180 students in nine classes in grades TK-5 in FY 2024-25. Attrition is factored in throughout each year, growing to a total of two classes of 21 in K in FY 2024-25. The attendance rate is assumed to be 92% in all years, which given OPS's historical data, is achievable. OPS is confident in its ability to reach its enrollment projections, with new initiatives at the school proving successful in improving attendance this year. New enrollment and marketing strategies such as targeted online outreach, a streamlined application process, and increased engagement with community organizations and pre-schools are proving successful in more effectively reaching target families in the Bayview community.

Table 1

Grade	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
TK	9	9	9	9	9	9
K	13	20	30	36	42	42
1	16	18	19	28	35	41
2	24	15	17	18	25	34
3	20	23	14	16	17	24
4	15	19	22	13	15	16
5	6	14	18	21	12	14
Total	**103**	**118**	**129**	**141**	**155**	**180**

Based on historical data, OPS's Unduplicated Pupil Percentage is estimated at 90% in all years, with 80% eligible for Free and Reduced Priced Meals and 27% English Language Learners.

Revenue

Local Control Funding Formula

Local Control Funding Formula (LCFF) general purpose funding has been calculated using the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF calculator v20.2c released after the signing of the state's FY 2019-20 budget. The calculator file is available upon request.

Concentration funding assumes the San Francisco Unified School district unduplicated pupil percentage at 61.26%, the most recent certified rate (FY 2018-19 P-2). Based on the enrollment and demographics assumptions outlined above, supplemental and concentration funding is estimated at $188,346 total in FY 2020-21.

The calculated LCFF rate per ADA and total funding is shown in Table 2 below, assuming 100% implementation of current LCFF target formula rates.

Table 2

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
COLA	3.26%	3.00%	2.80%	3.16%	3.20%	0.00%
Funding Rate / ADA	$10,007	$10,296	$10,633	$11,031	$11,450	$11,461
LCFF Revenue	$948,238	$1,117,711	$1,261,926	$1,430,962	$1,632,724	$1,897,922

Of the above LCFF funding, approximately 48% would come from In-Lieu of Property Tax, assuming approval by SFUSD. OPS's calculation utilizes the most recent published SFUSD property tax per ADA rate certified at FY 2018-19 of $4,943. OPS would also receive $200 per ADA of funding through the Education Protection Account and the remaining LCFF funds would

come from State Aid. Should OPS be authorized by the California State Board of Education (SBE), as is currently the case, then per SB 75, the school will only receive in lieu of property taxes from students whose district of residence was a basic aid district in the prior year. In that case, the school's overall cash flow would be minimally impacted and would result it no needed budgetary adjustments.

Special Education

As an LEA member of the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA), OPS directly receives Special Education (SpEd) funding and manages its own Special Education program to provide specialized services for its student population with Individualized Education Programs (IEPs). The most recent guidance from the SELPA is a federal SpEd revenue rate of $125 per prior year enrolled and a state SpEd revenue rate $543 per ADA. Based on historical data, OPS also estimates its Level 2 Educationally-Related Mental Health Services (ERMHS) at near $50K per year.

Other State Funding

The school has also budgeted for state lottery revenue at $207 per ADA, Mandated Cost Reimbursements at $17 per ADA, and is also a recipient of the After School Education and Safety (ASES) Grant. This grant was awarded at $133,169 in FY 2019-20; however, due to the school's current enrollment, OPS expects the grant to be reduced in the following fiscal years until the school's enrollment increases. The school's budget reflects this, and OPS is currently exploring a variety of options targeted to increase after school enrollment back to the levels needed to receive full funding for the grant.

Federal Funding

OPS is the recipient of a number of ESSA funding sources. Title funding estimates utilize the FY 2019-20 preliminary entitlements published by the CDE in FY 2019-20. Title I then is projected out assuming a rate of $474 per PY FRL ADA. Title II and Title IV are projected to be constant at FY 2019-20 levels. Finally, the Comprehensive Support and Improvement grant is included in FY 2019-20 at $129,311, along with the Charter School Facilities Incentive Grant program at $48,653, both of which expire at the end of FY 2019-20 for OPS.

School Nutrition

OPS plans to remain in its agreement with SFUSD to share school lunch services and costs, and thus does not directly receive nutrition revenues.

Other Local Revenue

Prop A funding is budgeted at the rate of $274.32 per in-district ADA, and assumes the ratio of in-district ADA to total ADA is constant from FY 2018-19. The school also brings in a few thousand dollars each year from uniform sales and other miscellaneous sources.

Grants/Fundraising

Since its inception, OnePurpose has had enormous support from hundreds of individuals, companies, and foundations across the Bay Area and beyond that have afforded the school's high investment in a strong educational program, including a free & high-quality after school program, and exceptional student support services that serve a population of kids that both are most in need of said services and would otherwise not have access to them. Without the fundraising efforts of its development specialist and consultant, leadership, board of directors, and community, OnePurpose School would look very different than the school that exists today. To that effect, OPS maintains contingency budgets for each year so the school is equipped to immediately make the necessary cuts to the budget needed to maintain financial stability should fundraising not materialize at budgeted levels. The budget includes total grants and donations at $1.2M in FY 2020-21, increasing each year to $1.3M in FY 2022-23.

OPS has a proven track record for consistently fundraising at this level. In FY 2016-17, total fundraising was $1.1M and continue to grow to $1.2M in FY 2017-18. FY 2018-19 saw OnePurpose's greatest challenge as a school – the unexpected departure of its CEO and founder just weeks before school was to open, coinciding with the planned transition of the school's founding principal. Despite these hurdles, OnePurpose was able to fundraise $909,000 in FY 2018-19. Table 3 below shows the breakdown of historical giving between individuals, foundations, and corporations. With the leadership and program now revitalized, the schools feels confident in its ability to restore its fundraising back to the level it knows it should be.

Table 3

Funding Source	**FY 16-17**	**FY 17-18**	**FY 18-19**
Individuals	73%	79%	74%
Foundations	19%	16%	23%
Corporations	8%	5%	3%

Expenses

Staffing

Table 4 below details planned full-time equivalent salaries and FTE for positions in each year. OnePurpose maintains competitive compensation for its staff across the board given their experience and credentials. OPS will plan to increase staffing as appropriate with its enrollment grow, adding classroom teachers and instructional aides to maintain its high ratio of instructional staff to students. Annual salaries are budgeted to increase 2% per year.

Table 4

Position	FY 20 Avg Salary	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
Classroom Teacher	$69,600	6	7	7	8	8	9
Elective Teacher	$61,366	1	1	1	1	1	1
Intern Teacher	$56,520	1	1	1	1	1	1
Inclusion Specialist	$72,150	1	0	0	0	0	0
Academic Intervention Specialist	$70,000	0	1	1	1	1	1
Instructional Aide	$42,363	3	3	4	4	5	5
CEO	$150,000	0.5	0.75	0.75	0.75	0.75	0.75
Principal	$120,000	1	1	1	1	1	1
Instructional Coach	$84,075	1.2	1	1.5	1.5	1.5	1.5
Business Manager	$82,575	1	1	1	1	1	1
Office Manager	$56,500	1	1	1	1	1	1
Development/Enrollment Specialist	$68,000	1	1	1	1	1	1
Custodian	$40,800	1	1	1	1	1	1

Benefits

OPS offers a 414H2 retirement plan for all of its staff which requires a minimum match of 4%. OPS currently matches at 6% of salary, and this is budgeted as such in all years. OPS offers health insurance to all employees through Kaiser Permanente with a budgeted total health and wellness average cost of $5,568 per employee in 2019-20, increasing by a COLA of 4% per year thereafter. This includes 100% of the eligible employees' premiums and 50% of the eligible employees' dependent coverage for health and dental insurance. This amount would include health, dental, and vision expenses. OPS has also included employer contributions for Medicare, State Unemployment Insurance and Workers' Compensation in its budget for employee benefits at current rates.

Books and Supplies

As a whole, most expenses grow at 3% per year to account for inflation, while some increase at a faster rate than others to accommodate growth in enrollment and the size of the school. As much

as possible, the forecasts are based on historical expenditure data of the school, adjusted to the current needs and expectations of the school.

OPS's FY 2020-21 budget includes $20,000 for textbooks and core curricula, $69 per student for books and other reference materials, and an additional $120 per student for instructional materials and supplies. Custodial supplies are estimated at another $72 per student. A total of $21K, or $189 per student, are budgeted between furniture, equipment, computers, and other noncapitalized equipment. Office supplies are projected to be about $1K per FTE. Finally, OPS expects to spend a little over $6K per year on other food for staff and family events. Student snack costs are assumed to continue to be covered by the afterschool provider, where all other student food costs are covered by SFUSD as a part of the aforementioned nutrition services agreement. In total, $100,878 for all books and supplies in FY 2020-21 translates to about $929 per student.

Services and Other Operating Expenses

The OnePurpose budget includes a total of $196,276 in FY 2020-21 for Sub-agreements for Services related to summer school and after school providers. This is split $45,000 for OPS's summer school program and $151,276 for the after school staffing and program. This budget line is expected to be cut to match the reduced ASES grant funding, and increase again to match after school enrollment growth.

For its facilities, OPS assumes it will pay incrementally increased costs from its current Prop 39 facilities rate for FY 2020-21, this is $68,077. Utilities are budgeted at $184 per student in FY 2020-21. Repairs and maintenance for facilities are expected to be $6,240 and increase with enrollment. Equipment leases round out the rentals and leases budgets, at $36,396 for OPS's leased copier machines and maintenance.

OPS plans to continue services with a back-office provider such as EdTec for support with budget development, financial management, accounting, payroll, and student data. Fees are estimated at 4% of public revenue with a floor of $60,250 through FY 2022-23, where after the total fees are 3.9% of public revenue. OPS has separately budgeted for its non-profit audit and tax filings at $13,089, $1,000 for banking fees, and $222 per month in payroll fees.

In FY 2020-21, the school has budgeted $352 per FTE for professional development and $27,040 for contracted substitute costs, increasing for each teacher added in each future year. Fundraising Expenses are budgeted at $74,315 in FY 2020-21 and include services from a development consultant, costs associated with the school's annual spring benefit dinner, communication materials, and web services like Hubspot and FlipCause utilized for development. Marketing and student recruitment is budgeted at $4,532, with staff recruiting at $4,635 and legal fees and retainers estimated at $10,300. OPS expects to spend $26,417 for its technology services and support.

Based on historical data, the services and operating budget includes $4,680 in travel expenses, $200 per month for storage, $13 per student in dues & memberships for CCSA fees, $4,160 for field trip expenses, $2,069 for student assessment, $1,000 for fingerprinting, and $887 per FTE for annual communications costs, which includes internet, phone, and postage services across the

school. General liability insurance is budgeted at $20,983 (based on the currently active CharterSAFE contract for FY 2019-20), $18K is budgeted for its Student Information System, and $5,665 for miscellaneous operating expenses.

The special education expense budget assumes that OPS will continue to contract with Seneca Family of Agencies to provide direct support services staff to OPS students as well as hire an academic intervention specialist on staff. The projection assumes a total contract with Seneca of $250,069 in FY 2020-21, growing by 8.5% per year. In FY 2020-21, this would include approximately 5.5 FTE in total, including a part-time psychologist, speech-language pathologist, occupational therapist, clinical intervention specialist, student support assistants, and supervision staff. The school has also budgeted for a SELPA admin fee of 3% of SpEd state and federal entitlement grant revenue as published by the EDCOE SELPA. In total, in FY 2020-21 OPS expects to expend $209,526 ($1,922 per ADA) from its general operating budget to special education expenses (General Ed contribution).

OPS has included the required 1% oversight payments to its charter authorizer, and the interest payments associated with the CSFA Revolving Loan through FY 2020-21, where the loan will be fully repaid. Overall, OPS believes this budget is the best use of the school's limited resources to balance sufficiently supporting the educational program set forth in its charter and operating with a fiscally responsible budget.

Cash Flow

The multiyear cash flow assumes all State revenue is received the month after it is disbursed in accordance with CDE exhibits. In Lieu of Property Tax revenue, disbursed via the District, is projected to be received according to Ed Code 47635 in FY 2020-21 and thereafter. As previously discussed, per SB 75, as an SBE authorized charter in FY 2019-20, the school will only receive in lieu of property taxes from students whose district of residence was a basic aid district in the prior year. Thus, no in lieu of property tax is projected in FY 2019-20. This does not impact the school's overall cash flow in any significant manner.

Timing of all other revenue and expenses have been projected according to past receipt or expenditure trends. Spending for books and supplies is heavier in July, August, and September as the school purchases curriculum, technology and equipment in advance of the school year. The cash flow includes the timely payment of its CDE revolving loan - $50,000 during FY 2019-20 and the final $50,000 during FY 2020-21.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits, and philanthropy and grants will be accrued based on written commitments. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection. In general, cash flow timings are realistically conservative and support that the school will maintain a healthy cash balance throughout its growth.